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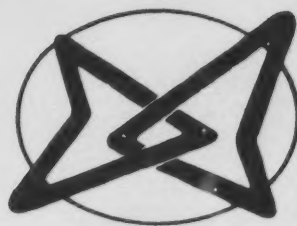
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ABSTRACT

This report describes, from a technical assistance viewpoint, a 3-year renewal program conducted in a New York City intermediate school. The program was one of nine selected as a demonstration site by the Documentation and Technical Assistance (DTA) Project, with the purpose of applying educational research to enhance the problem solving capacity of urban schools. This program took place as a result of a decision to convert the intermediate school into a complex of minischools. The collaborators (the school staff, the Inner City Consortium, and a university) proposed four major courses of action to support the renewal effort: (1) develop a teacher resource center in the school; (2) develop experience based training for the school staff; (3) develop, with the local school board, means of applying the project's results in other schools; and (4) support the development of a school based planning team consisting of staff, parents, and students. The report discusses the background and experiences of the collaborators and explores activities undertaken. Two basic conclusions are drawn: first, that the school community had developed its own mechanisms for planning and change prior to the project; and (2) that the support and resources provided by the technical assistance groups were deemed satisfactory by the school only when the groups agreed with what the school planners wanted to see accomplished. (Author/GC)

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SOUTHEND INTERMEDIATE SCHOOL

A CASE STUDY ON COLLABORATION AMONG A SCHOOL,
A TECHNICAL ASSISTANCE GROUP AND A UNIVERSITY

Patrick J. Montesano

April 1978

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UD 022 762

PROJECT OVERVIEW

The Documentation and Technical Assistance in Urban Schools Project (DTA) is an effort to learn more about how to make urban public schools work better for urban students. Toward this end, DTA combines educational research and practice within one project. DTA's mandate has three inter-related parts:

DOCUMENTATION - to study, using primarily ethnographic techniques, the ways in which selected urban schools organize themselves to solve problems. Documentation focuses upon nine sites throughout the country selected and funded by NIE to continue to engage in locally initiated improvement activities.

TECHNICAL ASSISTANCE - to develop in practice specific strategies which are designed to improve urban public schooling. Technical assistance strategies are based in part upon documentation of useful practices in the nine funded sites.

LINKAGE - to increase understanding, through observation of DTA's attempts to link documentation with technical assistance, of the processes through which research can be useful to practice, and practice can influence research.

This case study is a product of the documentation effort. The ideas, commitment, hard work, successes and disappointments of the people directly working within urban schools on a day-to-day basis is in a very real sense the base of DTA. This case study captures part of that experience in one of the sites. It is our hope that this description will be useful to researchers, policy planners and particularly to the people who work directly in schools in their efforts to improve the quality and validity of the educational experiences for urban students.

Thomas A. Wilson
DTA Project Director

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PREFACE TO A SERIES OF CASE STUDIES

Produced by the
DOCUMENTATION AND TECHNICAL ASSISTANCE PROJECT (DTA)

In 1974 the Local Capacity for Problem Solving Group of the National Institute of Education held a national competition to identify locally initiated projects which showed promise of fundamentally improving urban schools. They were searching for projects which sought to restructure schools in such ways that the schools could successfully work on solving their problems in an ongoing fashion, rather than for the projects which sought to introduce some one shot, particular innovation. They selected nine projects which included a variety of strategies and approaches such as teacher centers, organizational consultation, and community involvement arrangements. This document is a case study of one of these nine projects.

The purpose of this preface is to briefly outline general contextual and methodological issues relating to the production of this case study. We believe that researchers usually shy away from sharing this information and the information is valuable because it answers many of the readers' questions and helps the readers to interpret and use the case study. The readers can find more details on all these issues in the DTA paper "Explorations of the Concept of Local Capacity for Problem Solving" (S. Wilson 1977). Similarly, the site researchers address many of these issues in the methodological appendices to their case studies.

Focus of the Case Study - Charge Given to Site Researchers

In each of the nine sites there was a particular strategy that was funded by NIE. That is, certain people had written the proposal and were involved

in intervening to help improve the schools in ways that they thought would build long term capacity for problem solving. The site researchers were primarily responsible for documenting the playing out of that strategy. They were charged with answering these kinds of questions: How did the interveners think schools needed to be restructured? How did these interveners think they could effectively take action to facilitate this restructuring? What did they actually do? What happened as they tried to intervene? Why did it happen? What did the school people with whom they worked think about what was happening? What other characteristics of the site influenced the course of events? What was the impact of the intervener's actions? NIE had spent considerable time on selecting these promising strategies, and site researchers were expected to document them thoroughly. There was much to learn from these concrete attempts to improve schools.

We hoped, of course, that in documenting these particular strategies, the site researchers would be able to provide a more general analysis of how and why schools do and don't solve their problems, and even more fundamentally of how urban schools function. To varying degrees this more general analysis is explicitly, or implicitly, present in the case studies. The reader, however, should not expect a study of schools as total settings. Clearly, the prime focus was on documenting the particular NIE funded strategy, and often that task consumed most of the site researcher's energies. The wisdom of this concentration on the funded strategy seems limited to us now.

Timing

Below we present a time line which will help the reader see how the research fits into the history of the sites, and how much time was spent in the field.

September 1974	Nine sites funded activity begins.
January 1975	DTA contractor selected for project.
April 1975	Site researchers begin studying sites and attempt historical reconstruction of events up to their entry in the field.
July 1976	Site researchers begin to write drafts of case studies documenting period of observation. They continue to document sites at reduced level.
November 1976	Site researchers return to field to observe at full effort.
June 1977	Nine site funding ends.
June 1977	Site researchers begin to write final drafts of case studies incorporating critiques of first draft and new data gathered from second period of observation.

At full effort, site researchers spent about three days a week in the field. The details of dates and amounts of time spent in the field vary from site to site. Readers are urged to consult the methodological appendices of the case studies for details.

DTA Project Context

Site researchers were not scholars pursuing independent research projects. While they were given considerable latitude to shape their own research activities, they were working on a specific government contract. The readers may find it helpful in understanding the research to be aware

of this DTA project context.

This context may have influenced the research by the demands it made on site researchers' energies and by the implicit values it fostered. We have already mentioned how the contract shaped the focus. In addition to producing case studies, site researchers were needed to support other project activities including comparative cross site analysis, testing of an experimental computerized data storage and retrieval system for qualitative data, and ongoing assistance to schools.

This last activity needs elaboration. Based on analysis that many research findings do not really get used to improve schools, the DTA contract called for the innovative combination of research on efforts to improve schools with the simultaneous attempts within the same project to use that information to help other schools. Thus, site researchers were involved in activities such as responding to assistance staff questions, visiting the schools that were being assisted, and participating in seminars designed to see how their research could be useful.

The readers should realize, then, that site researchers were not able to focus their energies exclusively on the production of the case studies. Their data and analysis had to serve many other purposes. Also, the contract did not only influence time expenditure. Many people within the DTA project -- including some site researchers -- were not convinced that traditional case studies were the most powerful format for sharing research so that it helped in the improvement of schools. This emphasis on using the research thus influenced DTA staff's decisions about what the case studies should look like, and even the value some placed on the case study relative to other activities. We invite the reader to read the other

DTA papers in addition to reading the case studies, and to join us in reflection on what are the most powerful ways to use research.

Research Methodology and Theoretical Orientations

Site researchers were requested to use a grounded research process. That is, they were asked to build their generalizations on analysis that emerged from ongoing data collection and to test critically the relevance of outside theoretical concepts and frameworks against the day-to-day life of the site they were studying. Grounded research was deemed appropriate for two reasons:

1. The concept, local capacity for problem solving, is relatively new in educational change projects. DTA was exploring the meaning and usefulness of the concept. We felt it would be premature to limit the data collection relevant to this exploration by pre-specifying the concepts and research activities.
2. The nine sites project staff, the core staff of the two organizations who received the DTA contract and the site researchers represent a wide diversity of experience, disciplinary background, and theoretical orientations. A grounded research approach would allow flexibility necessary for each case study research effort to benefit from the theoretical orientations that would be most appropriate for understanding events at that site.

As a result the case studies vary considerably in the nature of their theoretical emphasis and indeed in the amount of explicit theorizing. Most of the case studies concentrate on description and have first level interpretation. In this way, they attempt to serve as a resource to readers from various disciplines and theoretical dispositions.

Concretely, site researchers used a variety of techniques to collect data. These techniques included some combination of participant

observation, formal interviewing, informal interviewing, document analysis, and qualitative techniques. They observed in a variety of behavior settings. The specific details are described in each case study.

The project described in this case study was undertaken by serious, caring people trying to improve urban schools. We are grateful to the participants for letting us learn from their experiences -- to share vicariously the joy of their accomplishments, and with them to puzzle through their difficulties. We hope the reader finds what s(he) needs in entering these pages.

Stephen Wilson
Head, Documentation Team DTA

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INTRODUCTION

INTRODUCTION

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In June 1974, the Southend Intermediate School in New York City, the Inner City Consortium and the Central University became collaborators in a three year renewal project funded by the National Institute of Education (NIE). The project was to be conducted at Southend Intermediate School. During the previous school year, the principal and staff had decided to convert the school into a complex of mini-schools. The collaborators therefore proposed to undertake four major courses of action to support that renewal effort:

1. Develop a teacher resource center in the school;
2. Develop experience-based training for the school staff;
3. Develop, with the local school board, means of applying the results of this project in other schools; and
4. Support the development of a school-based planning team consisting of staff, parents, and students.

Two basic conclusions may be drawn from this presentation:

1. That the school community had developed its own formal and informal mechanisms for planning and change prior to the beginning of the grant.
2. That the technical assistance groups provided support and resources which the school deemed satisfactory only if the group put itself at the disposal of the school and agreed with what the school planners wanted to see accomplished.

Chapter I of this report discusses the backgrounds of the primary collaborators in the project and examines the experiences each collaborating group brought to the renewal effort centered at Southend Intermediate

*Names have been changed to maintain confidentiality.

School. Particular attention is paid to the origins of the teacher resource center and to the school based planning group, the School Growth Guide Group (SGGG).

Chapter II deals with the activities that the school, the University, and the Consortium proposed to undertake in order to support the renewal process in the school.

Chapters III, IV, and V present the three main areas of renewal and support in the project over the course of the grant period: the development of the resource center, the evolution of the School Growth Guide Group, and the collaborative arrangement. Chapter VI elaborates on the tentative conclusions noted above.

The data upon which this report is based was gathered by a site researcher primarily during the second year of the project and were given to the writer during the third year, at which time he began to organize the data for presentation in this report. (See the Statement of Methodology, Appendix A, for discussion of this process.) It is not a comprehensive picture of all activities in which the collaborators engaged but a description of some aspects of the development of three central activities or structures of the project, all of which were meant to support the renewal effort in the school: the teacher resource center, the school based planning team, and the collaborative arrangement.

CHAPTER 1: BACKGROUND

- A. The School Community
- B. Foundation Linking Grant:
Early Collaboration Between
the School and Central University
- C. The Inner City Consortium

BACKGROUND

In the introduction to the case study it was noted that the collaboration of the school, the university and the Consortium had demonstrated that the development of planning, assessing, and decision making skills had occurred before the NIE Grant was awarded to the three participants. This chapter will trace portions of the backgrounds of the three groups, noting developments which seemed to have contributed to the capacity for renewal demonstrated during the grant period. The backgrounds of the school, its early collaboration with the university under the Foundation Linking Grant, and the Consortium are discussed in that order.

The School Community

The significant aspects of the background of the school's demonstrated capacity for planning and renewal concern the people who developed and/or supported the mini-school complex at Southend Intermediate. They fell into two major groups: (1) the key staff which included Abraham Plotnikov (who became principal of Southend I.S. in 1973) and a core group of active teachers; and (2) a small coalition of parents who supported the staff's renewal efforts.

The Key Staff

In 1969, two years before the new Southend I.S. opened, a group of

*This chapter has been based on stories told by people associated with the project, documents written by people associated with the school, the university, or the Consortium, and on interviews which the site researcher conducted with project participants. The site researcher was not present at the site during the period discussed in this chapter.

about twelve people who were to become the key participants in that new school's process of change were members of the staff at Old South Grade School, an old school located in the same block as the new school site. These teachers shared a dissatisfaction with what they later characterized as "a poor educational program and an ineffective principal."

At the time, Plotnikov had recently been appointed the chairman of the Social Studies Department at Old South School of which a few key people were members. He worked closely with his staff and brought other key teachers whom he considered talented into the department. Together they created what they claimed to be the strongest department at Old South.

Although all members of the key group were not members of the Social Studies Department, a greater concern bound all of them together. In the 1970-71 school year construction of the new Southend I.S. was nearly completed and the Local School Board announced that the school would open in the fall of 1971. The district office also announced that the principal of Old South was to be transferred to Southend to assume the same position there, and that the staff of Old South was to choose between a transfer to Southend or to another new school in the district. Most of the key group decided that they wanted to move to Southend in spite of the fact that they would have the same principal. They planned to form a subschool at the new school and with the principal's reluctant approval proceeded to combine their talents in the designing of a subschool program.

Throughout the remainder of the 1970-71 school year at Old South the

key group met during lunch, after school, and occasionally on weekends to plan the subschool. At the core of the group were: Plotnikov, Maria Chavez, an experienced teacher brought into the Social Studies Department by Plotnikov, Solomon Goodman, then a student teacher in that department, Robert Sinclair, a science teacher, and Byron Crosby and Charles Whiting, social studies teachers. Working closely with them were Sam Greene and Al Esposito (social studies), Alfred Besten (math), Frank Lewis (language arts), Lee Short (shop), and teachers Ira Small, Leah Rubin, and Stan Rossi.

At times, as many as twenty-five additional Old South staff members met with this core group to examine various educational alternatives which they could incorporate into the proposed subschool at Southend. After about six months of study, deliberation, and discussion, the group decided to adopt a subschool complex model that would permit the operation of separate teams (of four to five teachers) each of which could develop its own style, form, or speciality. The group expected that all teams would be linked together by shared concerns for the entire complex and for the welfare of their students.

The pilot subschool was located on the fourth floor of Southend when the new building opened in the fall of 1971. The Fourth Floor Subschool, as it came to be called by the school community, had been approved by the principal and the superintendent of the Local School Board. Plotnikov was appointed assistant principal of Southend and was given the role of supervisor of the Fourth Floor. The Subschool was voluntarily staffed by its core group of planners who divided into three different teams: an

Open Corridor Team, a Traditional Team, and a third which claimed to be a modification of the traditional structure. As supervisor of the Fourth Floor Subschool, Plotnikov identified two areas of the faculty's work as priorities in their new venture: curriculum development and teacher involvement in governance.

Each team began immediately to develop curricula suitable to the style or emphasis it had adopted. Innovations were planned, implemented, and evaluated; some traditional approaches were revived. The teachers said their work was difficult, but exciting.

To govern the Subschool, Plotnikov sometimes met with representatives of the various teams; at other times he discussed policy and administration with the entire Fourth Floor faculty. He said that the involvement of teachers in governance was vital but difficult, a state of affairs which was caused partly by what some perceived to be the inefficiency of having a large number of people making decisions for the Subschool, and partly by the educational styles and philosophies of the three teaching teams. The latter set conflicting priorities in policy-making, curriculum development, and teaching methods. The difficulty was resolved only when the Open Corridor Team disbanded in June 1974.

The Fourth Floor Subschool operated in this manner for two school years (1971-72, 1972-73), after which the local school board appointed Plotnikov principal of Southend I.S. (fall of 1973)^{*}. During the school year which followed, Plotnikov, the key people, and others on the Southend faculty decided to undertake a major renewal effort and restructure all of Southend I.S. into a complex of mini-schools which would begin operating at the

*See next section of this chapter.

start of the 1974-75 school year.

The Parent Group

A group of parents associated with Southend were an important source of support for the renewal efforts undertaken by the key staff. During the first year and a half of the school's existence, the two groups became united in their desire for reform within the school and in their need for recognition by the Local School Board.

In the spring of 1972, the Local School Board was preparing to appoint a new assistant principal to Southend and the parent group recommended Charles Whitney, one of the most active members of the Fourth Floor Sub-school staff, for that position. When the District did not accept the parents' recommendation, the parents brought suit against it.

Plotnikov and the Fourth Floor Subschool teachers also supported their colleague Whitney for the assistant principal position, but neither their support nor the parents' suit could secure the position for him. Both the parent group and the key staff were angered by their loss and by what they perceived to be the District's lack of attention to their school community.

By the following spring (1973), Hannah Goodwin, the president of the parents' association, had decided to run for election to the Local School Board with a number of other Southend-supported candidates. Their intention was to make the District more responsive to the voice of parents in the community and to the particular needs of Southend. With the help of some key staff, Goodwin and the others on her slate mobilized the community support necessary for their venture. As a result, she and six other Southend-supported candidates won the election, with Goodwin filling

the position of Board President.

Another victor in the election was Robert Martinez, then both a student in law school and a teacher in another school in the District, whose child later attended Southend. He, too, became an active supporter of the Sub-school and later served as a parent representative on the Southend School Growth Guide Group and as an occasional counsel to Plotnikov.

With the victory of the Southend candidates, Plotnikov and the key staff were assured of support from the Local School Board for the continued existence of the subschool at Southend and for its staff's efforts toward renewal within the school. That same school board appointed Plotnikov principal of Southend in November of that year.

The Foundation Linking Program: Early Collaboration Between
The School and Central University

From 1972 to 1976, Central University collaborated with Southend and the Local School Board in a school development program funded by a grant from the United States Department of Health, Education, and Welfare's Office of Education. Although the University became a collaborator in the NIE-funded project at Southend in 1974, its participation in the Foundation Linking Program merits particular attention. With the assistance of the University the Foundation Linking Grant made possible the cultivation of two particular areas of renewal at Southend: planning and assessing activities through the SGGG and staff development through the creation of the Resource Center.

This section will briefly describe the Foundation Linking Grant at the school, the participation of the University, the growth of the School Growth Guide Group under the grant, and the origins of the Resource Center.

The Grant

The Office of Education awarded the Foundation Linking Grant to the Local School Board in January 1972 to support local staff development in schools. In accordance with the terms of the grant, the Local School Board formed a district level School Community Committee to administer the grant. The committee selected three schools as recipients of the grant: Southend and its two "feeder" elementary schools. Also in accordance with the grant, the Committee formed a School Growth Guide Group (SGGG) in each of the three schools by the end of the 1971-72 school year and with them sought local technical assistance to plan staff development programs and activities in the district.

The University

Central University became a collaborator in the Foundation Linking Grant in the fall of 1972 to assist the School Community Committee and the SGGG in the design and implementation of staff development activities within the schools. Of its own accord the School of Education of the University had been attempting to develop in-school teacher education programs. The Foundation Linking Grant presented to the University, therefore, the opportunity to accomplish one of its goals while providing technical assistance to the Local School Board, Southend, and the two other schools in the project. Together, the Southend SGGG and the University planned competency-based, self-contained instructional courses that were offered to administrators, teachers, and paraprofessionals at Southend.

Southend SGGG became most active in coordinating the Foundation Linking Grant in the school after the Local School Board appointed Plotnikov principal. During the 1973-74 school year and the years that followed,

Plotnikov encouraged and at times guided the SGGG members' decision making role in the school. During 1973-1974, the SGGG worked with Plotnikov to support the staff's renewal efforts by planning Foundation Linking activities (courses and workshops) specifically designed to complement the school's restructuring process.

At Southend, the University staff worked with the SGGG to determine what the teachers' and school's needs would be in order to design courses, workshops, or other activities to meet those needs. During the 1973-74 school year, the University and the SGGG created a course called Directions. This course offered interested staff members the opportunity to examine and assess alternative educational models which they might choose to adapt for Southend's use for the next year. The course was led by Professor Mark Hopkins of the University, a former teacher and advisor of several of the key staff members. It was attended by many of the same key staff members who had been the core of the group planning the school's restructuring.

As a result of Directions and similar courses offered to the staff at Southend, the University and Mark Hopkins became directly involved in the renewal process that led to the faculty's decision to adopt a mini-school complex model, and which provided the school and the University with the prerequisite experiences necessary to applying for the NIE grant in 1974.

The School Growth Guide Group

The activities which the SGGG had initiated through Directions and other courses it developed with the University, within the Foundation Linking Grant, were primarily concerned with an entire school model. However, the SGGG and other interested staff members wanted to use the

resources of the program's courses and consultants to develop the role of the SGGG itself. In February 1974, several participants in the Directions course issued a report that told of their attempts to refine and clarify the SGGG's role. According to that report, the SGGG was to be given a major role in the school in:

1. Establishing priorities;
2. Formulating performance objectives and timetables;
3. Dividing and performing planning tasks; and
4. Developing activities and strategies for change (Special Interest Task Group, 1974).

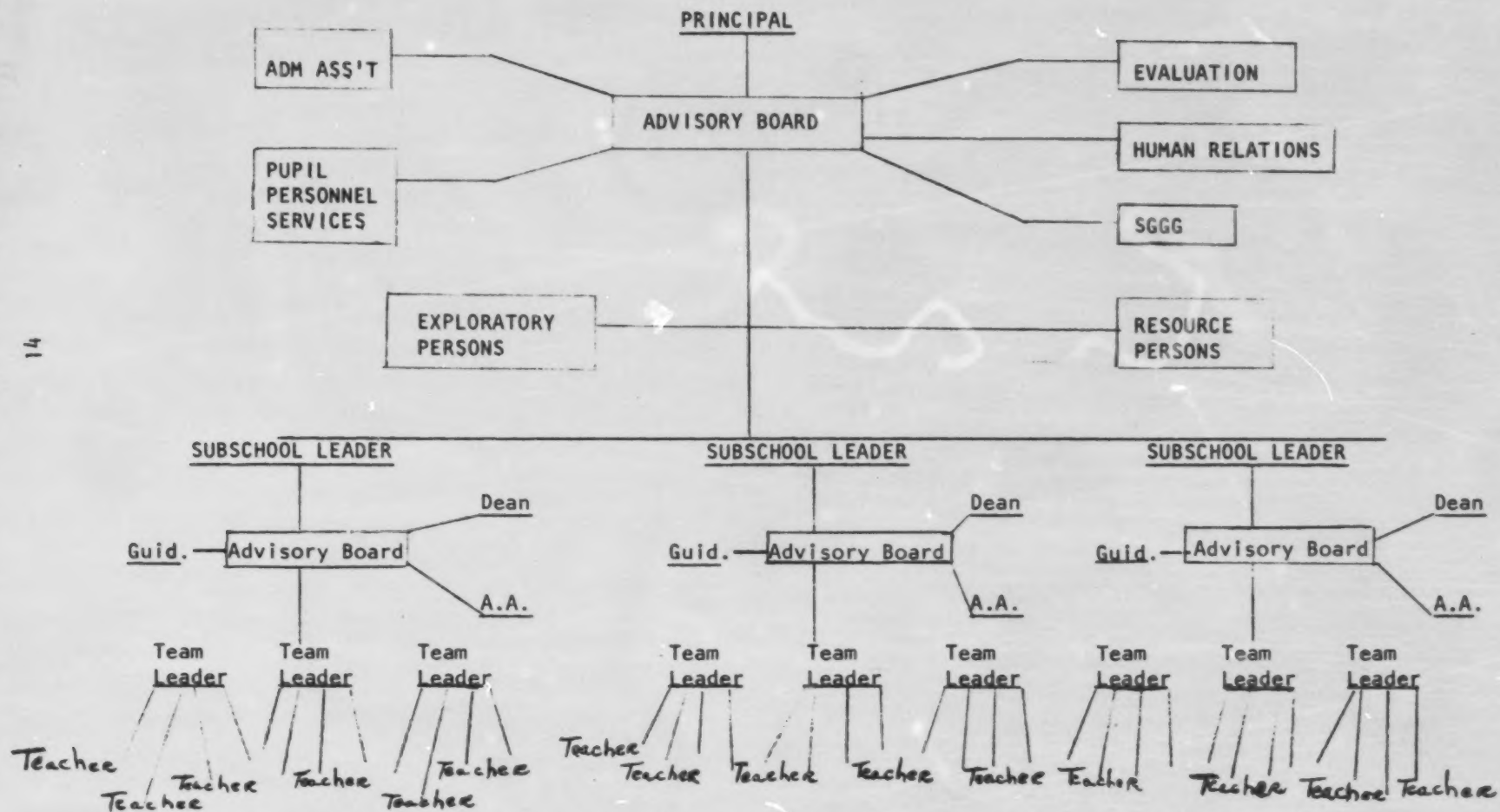
Southend teacher Robert Sinclair prepared a management plan for the restructured school model which emerged from the Directions course (Sinclair, 1974). The management chart he included in the plan shows the relationship between the SGGG and the rest of the school in the proposed governance structure. (See page 14). According to the plan, the SGGG was subordinate to the proposed Advisory Board. Sinclair offered the following explanations of the roles of both those groups:

SGGG: Devises solution for problems in the school and presents these solutions to the Advisory Board which, if concurring, passes the solution to the principal for acceptance or rejection.

Advisory Board: Considers input from the sources indicated and advises principals on acceptability and practicality of suggestions (Sinclair, 1974).

The Foundation Linking Grant period in the district ended at the close of the 1975-76 school year but until that time the Southend SGGG continued to have the official function of planning and coordinating activities funded by that grant. In July 1974, however, the school in collaboration

FIGURE 1: PROPOSED GOVERNANCE STRUCTURE



with the Inner City Consortium and Central University received the NIE Grant and from that time the SGGG was primarily concerned with this second major grant and with the restructuring of Southend Intermediate School.

Origins of the Resource Center

The programs created by Southend's School Growth Guide Group and Central University were an important factor in the evolution of a resource center for the school. The programs provided a forum through which teachers, individually and in groups, could attend to their own needs and the needs of the entire school.

In the 1973-74 school year, according to a history of the Resource Center written by Southend teacher Samuel Lawler, members of the faculty who had been participating in the Foundation Linking courses began to discuss the idea of a teaching center which could support teachers in the restructuring process and provide for continuing inservice education after the Foundation Linking Grant period ended (Lawler, 1976). According to Lawler, the idea of a specific place to support teachers at Southend arose from discussions among Mark Hopkins and William Smith of the University, Andrew Black of the Inner City Consortium, Abraham Plotnikov, and Southend teachers Robert Sinclair, Solomon Goodman, and Charles Whitney. Noted Lawler, "They all agreed it should be a non-threatening place, independent of traditional supervision, where teachers could get help." (Lawler, 1976).

Another significant factor, which contributed to the creation of the Center, became apparent during the activities and discussions generated in the Directions course of the Foundation Linking-Central University Program.

The participants, under the direction of Mark Hopkins, had been exploring models and methods for restructuring the school. One component of the alternate school structure emerging from the course was the opening of part-time positions for resource specialists in evaluation techniques and in the subject areas of math, science, social studies, and language arts. Southend staff members planning the restructuring suggested that proven master-teachers of their subject areas should be selected to work with the teachers in the school to develop curricula, new materials, and to help teachers to increase their own competence. A complete job description of the Resource Specialists position and list of qualifications recommended by the school planners is appended to this study. (See Appendix B.)

The school planners envisioned that the resource specialists would work individually with teachers in their subject areas to provide non-threatening peer assistance and, as a group, to coordinate resources for the entire school. They further planned to have a place in which the resource group could meet and house materials collected or created by the specialists and their colleagues.

The principal and the faculty members who continued to work on the restructuring of the school (both within the Directions course and in the activities generated by it) saw the positions of the resource specialists as a source of assistance for the school staff during all stages of the school's change process. The specialists also would support the proposed alternative structure itself (the mini-school complex), through peer teacher-training and curriculum development. The need for a base of operations for the resource group dovetailed, therefore, with the desire

of the school planners to create a teaching center for school staff members. From the spring of 1974 both requirements were attained in the development of the Resource Center at the school during the NIE Grant period. According to the documents of that period, site people referred to the proposed center by any of the following names: teacher center, resource center, teacher resource center.

Inner City Consortium Education Program

Development of Renewal Models

Since it began in 1968, the Inner City Consortium has demonstrated an interest in such urban problems as housing, community development, and education and has sought out and coordinated resources of the private sector in an attempt to combat those problems.

The Education Program of the Consortium was established to develop a process to support renewal in schools. After a few years' experience supporting both private and public school programs in the city, the Consortium adopted as a working model for its renewal efforts the mini-school unit, defined by the present director of the Consortium's Education Program as:

The small (150 + students), self-contained (its own physical location) or semiautonomous (a portion of the space and resources of a larger plant) school which, as an integrated teaching-learning community, develops its own learning environment to meet its own goals and objectives (See Appendix C).

The model first emerged from the Consortium support and development of street academies, small neighborhood centers in the city, designed to serve young people whose needs the traditional schools had failed to meet.

Andrew Black had been involved in such an alternative school project.

In 1968, together with a corporate executive of a major publishing company in the city, a high level administrator of the Division of High Schools of the Central Board of Education, and the principal of Hooper High School, Black arranged for the first joint venture between a street academy and one of the city's public schools. Out of that collaboration grew the idea of a satellite mini-school, an alternative school program associated with (but operating independently from) a traditional high school.

By early 1971, the Consortium extended its idea of the satellite mini-school to that of a mini-school complex--a number of subschools joined together under one roof, each with its own space, students, staff, and sponsorship, but with a central administration designed to facilitate the operation of each.

The Consortium first applied this model in 1971 at the city's Hooper High School. In a report describing the implementation of the mini-school complex at Hooper, Peter J. LaFarge noted that the principal of Hooper approached the Consortium with a desperate plea for help for what he called "a school deteriorating before our eyes" (LaFarge, 1975). LaFarge further noted that the "full service school" component was never fully implemented because the service agencies external to the school were not well organized.

According to LaFarge, the mini-school complex, the model adopted by Hooper with the assistance of the Consortium, had five major components: (1) a mini-school structure - fourteen subschools under a generally centralized administration; (2) street-workers to act as intermediaries

between students and staff, service agencies, and the home; (3) a Professional Service Center to support the individual teacher and the mini-school structure through curriculum development and evaluation and by providing a link to human and financial resources; (4) corporate involvement through the application of talent and materials to meet the needs of the school; and (5) the concept of the "full service school" to ensure all essential social services for its students, directly or by referral (LaFarge, 1975).

The Hooper school community began to implement the components of their renewal plan in September 1971. The Consortium provided guidance, assistance, resources and support for the next three years, during which time most of the components became rooted in the school and a school planning group developed. The latter facilitated more effective planning for the school and provided an acceptable point of collaboration between the Consortium and the school community (Hare and Hare, 1973).

Development of a Renewal Process

As a result of its experience in the development and support of the three alternate school models described above (the mini-school unit, the satellite mini-school, and the mini-school complex) and based on its five year collaboration with the Board of Education on projects applying those models, the Consortium in 1973 began to formulate a school renewal process with which to assist school communities in the design and implementation of such alternate structures for their schools. A more complete description of the renewal process is included in the original proposal for the NIE funded collaboration of the Consortium, Central University, and Southend

I.S. which is appended to this report (see Appendix C). This section will outline only the significant aspects of (1) the general process and (2) the objectives, stages, and training activities of the process as it applies specifically to total school renewal.

The General Process

The general process formulated by the Consortium for its renewal support work in schools is based on three assumptions about schools and renewal:

- (1) that schools are social systems and that no important or long range success can be made without making changes in all aspects of a school;
- (2) that there exists no one best curriculum or curriculum model for alternate schools; and
- (3) that effective restructuring and curriculum development is best accomplished when supported by the broadest range of resources (see Appendix C).

These assumptions are the foundation for the Consortium's work in three major problem areas it has identified in alternate mini-school renewal and support: organization and management, educational innovation, and motivation for maintenance and evaluation. The renewal support process itself, grounded in those assumptions and attending to the problem areas noted above, is composed of four stages: (1) consultation between the school and the Consortium during which the school may state its goals and objectives and formally request assistance; (2) pre-operations which include defining objectives, developing an operational plan, and formulating an agreement between the school and the Consortium; (3) in-service, during which time training is offered to school personnel and plans for the renewal project are implemented; and (4) follow-up, a stage

in which the school staff gradually becomes an independent manager of the project, the project is evaluated and future needs assessed. The flow chart on the following page, taken from the NIE proposal written by Black, offers a more detailed picture of these stages.

The Process for Total School Renewal*

Total school renewal and/or restructuring demands certain variations in the general process briefly described above. In the NIE proposal (see Appendix C), Black specified the objectives and stages for such a process and broadly outlined some activities which the project's collaborators would undertake to reach their proposed goals.

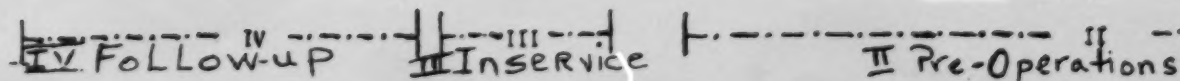
The objectives, which are basic and provide the framework in which the stages of the process are implemented in the school, are: (1) to develop school-based competencies to initiate and sustain the school restructuring process; and (2) to develop school-based competence to generate and manage mini-schools and a mini-school complex (see Appendix C). The formulation of the stages, however, emphasizes the role of the Consortium in the process:

1. Select schools which...are internally moving toward a process of restructuring...;
2. Work with such schools in a two-year planning, development, and training program; and
3. See that the schools become strong and efficient, restructured along the mini-school complex model lines (included in Appendix C).

The collaborators' activities which Black described were divided into three areas: linkage between the Consortium and the school, inservice,

*The term total school renewal was used by the Consortium to indicate a renewal project which encompassed an entire school and affected its entire staff and organizational structure, not just a particular program or isolated innovation in the school.

1 CONSULTATION



and transition to full school competence. The linkage procedure is basically the process of formal agreement described above. The inservice process is also similar to that which was noted in the general process, but is here more specifically designed to give all project collaborators a comprehensive sense of the project itself, its plans, and the tools to implement it. According to Black, the activities of this Design Summary serve two basic functions: to allow participants to share similar sets of perceptions and vocabularies and to facilitate the development of a coordinated approach to work prior to implementation.

In addition to the Design Summary, the inservice process includes Implementation Activities such as training sessions, workshops, and developmental experiences directed to furthering the successful application of the renewal process and structures.

Application of Model and Process

In January 1974, Southend I.S. principal Abraham Plotnikov invited Andrew Black to participate in a conference on alternative educational models with Mark Hopkins of Central University and several Southend staff members. The Alternatives conference was a workshop which grew out of the collaboration of Hopkins and Southend key staff in the Directions course, offered under the Foundation Linking Grant at Southend to support the school's restructuring process. At the Alternatives conference, Black described the mini-school model he and his staff had been developing and discussed the process by which it might be applied to Southend. Over the course of the next few months of planning at Southend, the staff decided to adopt the mini-school model for the

coming school year (1974-75).

By spring of 1974, NIE had begun to invite applicants to the grant programs designed to support what NIE termed "local capacity for problem solving" in urban schools. Hopkins suggested to Plotnikov and various key staff members that the school apply for the grant. The school people then asked Black to enter into a collaborative arrangement with Southend and Central University to write the NIE proposal. Other schools had requested assistance from the Consortium that year, but the agency decided that Southend was the school that could most effectively become a pilot process model school for the Consortium's renewal support program. That is, Black and the Consortium suggested that they analyze and define the renewal process undertaken in the school in order to apply it "consistently and economically" to schools in similar situations. Black agreed to write the proposal and within a few months, the Consortium, the University and Southend had become collaborators in the NIE-funded project.

CHAPTER II: DESIGN

- A. Overview of the Proposed Project
- B. The Proposed Resource Center
- C. The Projected Role of the School
Growth Guide Group

DESIGN

Andrew Black wrote the proposal for the project of the Inner City Consortium, Central University, and Southend I.S. in the spring of 1974. NIE awarded its three-year grant to the collaborators in June. Throughout that summer and fall, staff members of the Consortium, the University, and the school attempted to refine their proposal, clarify their tasks, and explore roles in the project for themselves and for their institutions.

This chapter will discuss a general overview of the project as the collaborators proposed it, the original plans for the Resource Center, and the projected role of the School Growth Guide Group.

Overview of the Project Proposed

The proposed project was designed to meet the needs of each of the three collaborating institutions though the focus of work was clearly on the school and the school community. Central University wanted to create better ways for making the resources of the university useful and available to schools that were in the process of renewal. The Inner City Consortium needed a model with which to define a process of restructuring. And the people of Southend I.S. of course wanted to ensure the successful application of the mini-school complex design. These three interests each contributed to the design and implementation of the project that NIE funded.

To facilitate the transformation of Southend I.S. into a mini-school

complex and to define the components of that transformation process so that it could be applied to other schools, the Consortium, the University, and the school proposed to undertake three major tasks at the start of the three year project:

1. Analyze and clarify the process of creating a teacher Resource Center in the school;
2. Develop the Core Planning Overview (experience-based training) for school staff; and
3. Develop with the District a means of applying the results of this project in other schools (See Appendix C).

Though not mentioned in the original proposal for the project, the collaborators also identified a fourth task early in the grant period, namely:

4. The development of an advisory committee of school staff, students, and parents which acts as the policy-making body of the school and manages the intervention strategy.

The Southend School Growth Guide Group founded under the Foundation Linking Grant Program, was given the role of that committee at the start of the first school year of the NIE Grant period.

As the project unfolded, activities pertaining to staff training and District collaboration were carried out through the context of the Resource Center, the development of which was monitored by the School Growth Guide Group. Therefore, these two components of the project became central to the renewal process in the school and to the evolution of the collaboration which was meant to support it.

The Proposed Resource Center

The planning of the Resource Center was started in the spring of 1974 when Andrew Black, after a series of discussions with Mark Hopkins, Abraham Plotnikov, and members of the Southend School Growth Guide Group drafted the proposal for the NIE Grant. The proposal dealt with creating a teacher center in the school: "To both nurture school staff and provide a means of generating positive status around specific staff-development experimentation" (See Appendix C).

The specific staff-developed experimentation referred to teachers' individual and collaborative work on curriculum and methods begun in the Fourth Floor Subschool during the first two years of Southend's existence (and encouraged among the rest of the staff as well after Plotnikov was appointed principal). But neither the school staff nor the other proposed collaborators had yet defined or designed a resource center for the school. They therefore specified in their proposal that what they wanted funded was the process of developing the center itself. The proposal indicated that for the first year of the project: "The focus of our effort will be on creating a process by which such a center can be designed, created and then implemented." (See Appendix C).

The major concern of the Consortium in this aspect of the project was clearly the "dynamics of the process of creation" of the Resource Center. The proposal noted areas of interest of the Consortium as: (1) articulating staff needs; (2) coordinating activities to support staff on a short-term and long-term basis; and (3) designing the phases

of the process of the center's development (See Appendix C). The details of those activities had yet to be decided or agreed upon by the proposed project's collaborators. However, after NIE had awarded the grant to the Consortium, the University and the school, the collaborators began to clarify proposed activities and define roles for themselves (See Chapter III).

The Projected Role of the School Growth Guide Group

The original proposal for the NIE Grant at Southend made little mention of a specific role for the SGGG in the Grant-supported activities in and for the new mini-school complex. Nevertheless, in the proposal, Black cited the existence of the School Growth Guide Group at Southend-- "a very sound and positive inschool planning/development mechanism"--as an important reason for which the Consortium decided to collaborate with Southend. Black also noted the SGGG's function within the Foundation Linking Grant in the new project's Scope of Work, (Black, 1974b), but as in the proposal, the Group's role under the NIE Grant was not defined at the start of the grant period.

Although it did not discuss the role of the School Growth Guide Group, the Scope of Work indicated that the collaborators would further develop an existing Advisory Committee at the school to manage the renewal activities.

Critical sections of the Scope of Work which treated the development of the Advisory Committee were presented to Southend staff members for discussion at a three-day planning retreat in late August, shortly before the school opened as a mini-school complex for the 1974-75 school year (Dinnes, 1974, p. 9).

According to notes compiled by a Consortium staff member who attended that retreat, one task force at the conference which discussed the roles of the Advisory Committee and the SGGG suggested that the SGGG be "allotted additional activities given its unique function" and called for the expansion of that body to include parent, community, and student representation. However, Hannah Goodwin, then president of the Local School Board, and the Southend staff who were members of the task force voiced concern over the possible confusion between the functions of the SGGG and the Advisory Committee. The participants, therefore, agreed that an amendment clarifying the roles of those two groups was in order.

The Management Plan which outlined the roles of the participants in the collaboration (finalized in September, 1974) delegated to an expanded and reconstituted School Growth Guide Group "the responsibility to plan and monitor the project along with the Principal" (Black, 1974c). Furthermore, an amendment to the Scope of Work, included in Appendix B of the Management Plan, indicated that the SGGG was henceforth the "designated representative body of the school" and would assume the role of the Advisory Committee described in the Scope of Work (Black, 1974c).

The Management Plan and the amendment noted above, placed the SGGG in a central position at Southend in the monitoring of the NIE Grant. The functions of the group's role were spelled out in greater detail in a Memorandum of Agreement attached to the Management Plan. The document included the following responsibilities which the SGGG would share with the principal:

1. Approving of public relations activities and of dissemination events;
2. Collaborating on all reports to NIE;
3. Negotiating time schedules for activities of persons employed by the grant;
4. Periodically inspecting daily logs of the above mentioned persons;
5. Approving the expenditures from the NIE Grant fund;
6. Approving any agreements with outside agencies; and
7. Reviewing and approving prior to implementation all activities developed through or coordinated by either the Consortium or the University.

A list of tasks for the SGGG was also included in the Management Plan with a proposed time line for starting and/or completion. Some of the tasks reflected the responsibilities listed above; others referred more specifically to the functioning of the different components of the new mini-school complex, the planning of an evaluation system, and a review of the design for the proposed Resource Center (Black, 1974c).

CHAPTER III: DEVELOPMENT OF THE RESOURCE CENTER

- A. Development During 1974-75
- B. Governance of the Center
- C. Planning for Phase II of the NIE Grant Period
- D. Development of the Learning Center
- E. Application of Center Strategies:
1975-76

DEVELOPMENT OF THE RESOURCE CENTER

One of the major concerns of the collaborators of the NIE-funded project centered at Southend was the development of a program for continued staff and community education. The project participants attempted to create such a program to meet the professional and personal needs of interested people in the school community and to support the process of change already begun within the school. The program, which eventually was called the Resource Center, existed not only in the small complex of rooms in the school that bore the same name, but also in the network of services, workshops, and special projects offered under its auspices for school staff, students, and parents.

The Resource Center did not just spring into existence when the school, the University, and the Consortium received the NIE grant and became collaborators. As noted in Chapter I, the roots of the Resource Center went deep into the past experience of the school staff and community, and the technical assistance groups that were called upon to support them.

This chapter will trace the developmental process of the Resource Center during the NIE Grant Period: its initial formation during the 1974-75 school year, the governance structure that emerged, planning the growth of the Center during Phase II of the NIE Grant Period, the particular development of the Learning Center component, application of other Resource Center strategies during Phase II, and various responses of the school staff members to the Center.

Development During 1974-75

At a major planning conference held by the project collaborators in the Berkshires in August 1974, before the start of the new school year, participants discussed among other things, the development of a Resource Center for

Southend. Assisted by Catherine Brown, an environmental design consultant to the Consortium and by Professor Mark Hopkins of the University, about fifteen members of the school staff, the principal, community representatives, and the staff of the Consortium talked about a design for a teacher center, curriculum development, resources, staff training and instructional support systems (Dinnes, 1974). The discussions during the Conference helped to refine a Management Plan for the collaborators' NIE funded activities.

In the Management Plan, those staff members appointed to be resource specialists for the school were given particular attention (see Chapter I, pg. 14). Together they were to design a draft of the proposed teacher center and submit it to the SGGG for final approval by April 1, 1975. In addition, September 1975 was set as the target date for implementation of the Center's design (Black, 1974c).

In the fall of 1974, according to the report by school staff member Samuel Lawler (1976), the resource specialists had begun to meet with the librarian, the audio-visual equipment coordinator, representatives from elective subject areas, and the design consultant, Catherine Brown. Together they polled the staff to determine what kinds of resources were wanted in the proposed Center. In addition, the SGGG arranged for a series of courses throughout the 1974-75 school year which was intended to contribute to the development of the Center. The courses were taught by the University staff, Catherine Brown, and other consultants and were funded by the Foundation Linking Grant of which the school was still a recipient.

By the end of the fall semester, the principal had appointed as the first director of the proposed Center George Zimmer, the school's former audio-visual equipment coordinator and a member of the resource planning

group. As director, Zimmer continued to work with the planning group, Catherine Brown, and with a media specialist from the University whose assistance was also supported with funds from the Foundation Linking Grant.

By mid-spring 1975, actual construction work on the Resource Center rooms had begun on the third floor of Southend. Included in the construction were a television studio, a main office, lounge, library, and equipment area. The Resource Center also purchased new duplicating and audio-visual equipment, and the resource specialists began to accumulate and file materials in the Resource Center for the use of all staff members.

Parent activities had also begun with Foundation Linking courses in English, reading, typing, and high school equivalency diploma preparation. Although these activities, coordinated by school guidance counselor Jose Aguilar, had not yet been included in the Resource Center program, they were the beginnings of the Parent Academy which by the next school year (1975-76) was a major component of the Resource Center complex. According to a Consortium documenter present in the site that spring, Aguilar feared that unless funding to support courses for parents was continued, parent involvement in the school would decrease considerably (Scott, 1975b). However, the inclusion of the Parent Academy in the NIE funded Resource Center program ensured the support for such involvement.

Governance of the Center

By the fall of 1975, the construction of the Resource Center proper was completed and a program for the 1975-76 school year was being planned. The loss of staff caused by the New York City fiscal crisis, however, affected the development of the Center. Due to staff cuts, George Zimmer,

the first director of the Center, was "excessed"* and the newly appointed Resource Specialists were unable to receive sufficient time outside the classroom to exercise their new roles. The principal appointed Frank Lewis as the new director and strengthened the position by establishing it as a "comp-time" position of eight periods a week. The responsibilities of the new director were:

1. To translate Resource Center policy into operational plans at the direction of the SGGG;
2. To manage the daily operations of the Center;
3. To design and implement a reporting system so that all units of the Center share and receive information;
4. To issue regular reports on the Center to the SGGG; and
5. To coordinate the planning of all subunits of the Center (Lake, 1976).

In addition, the School Growth Guide Group undertook the task of re-defining its own role and became a Board of Directors for the Resource Center with the following responsibilities for its operation:

1. To set policy of Center with the principal;
2. To set priorities of allocation of resources for the Center;
3. To receive regular reports from the director on the Center's development;
4. To evaluate Resource Center activities; and
5. To disseminate information about the Center to the principal and NIE collaborators (Lake, 1976).

Supported by the principal and the SGGG, and with the temporary

*Excessing" is the act of determining on the basis of a seniority system which staff members are to be laid off or transferred to another school because of budget cuts or adjustments in the staff student ratio.

assistance of the Consortium's site facilitator*, the new Resource Center Director Lewis began the 1975-76 school year by organizing the physical space of the Center and coordinating both existing programs which were brought into the Center complex, and the planning of programs for the new school year.

Planning for Phase II of the NIE Grant Period

A considerable amount of planning time during the fall of 1975 was spent in drafting the proposal for the second phase of the NIE Grant. A major portion of the proposal treated the development of the Resource Center as one of the three major goals of the collaboration. In October, Director Lewis and a small task force consisting of the site facilitator, a member of the Parent Association, and the Math Resource Specialist compiled a list of recommendations in preparation for the Phase II proposal and presented them to the SGGG and the other project collaborators. The group's recommendations outlined specific strategies that the collaborators would employ to meet the objectives for Phase II formulated by Andrew Black (Lewis, et al., 1975a).

The first objective centered on the Resource Center as: "The coordinating agent for staff development, parent courses, and curriculum and learning environment development for the subschool complex." To achieve that end, the task force suggested a series of forty workshops for staff and parents emphasizing "practical experiences using concrete materials" and eliciting the aid of consultants and "as many internal resources as possible". In particular, the task force's report recommended for purposes of staff and

*From September 1975 through January 1976 Black had appointed what the Consortium called a "site facilitator" to work at Southend. The role of the facilitator is discussed in Chapter V of this report.

curriculum development such activities as enlarging the professional library, hiring professional consultants to train the resource specialists and to develop techniques of audio-visual instruction, and creating a support system of funds and consultants for the staff and parents of the school and the District to develop curriculum. The continuation of what the report called "parent training...via the Parent Academy" was also included in the recommendations as was a list of activities designed to support subschool and team development (Lewis, et al., 1975a).

In addition to recommending strategies for the objective regarding the implementation of the Resource Center, Lewis and the rest of the task force made recommendations for the other two objectives for the Resource Center in Phase II: (1) the design and implementation of a Learning Center and (2) the extension of linkage between the Southend Resource Center development and the work of the Consortium in school support systems development. The development of the Learning Center is discussed in the following section of this chapter. The extension of linkage between the School and the Consortium and the corresponding elimination of the University from the collaboration are discussed in Chapter V.

Development of the Learning Center

The Southend Learning Center, a component of the Resource Center complex, was a program of special classes offered to students and taught by consultants or staff members with recognized expertise in a subject area or method of teaching. The program was designed by the SGGG to offer enrichment courses for students and demonstration lessons for teachers. The idea of the Learning Center was discussed by school staff members early in the

1975-76 school year and was developed through the spring of 1975 at which time a plan for its operation and governance emerged.

Origins of the Learning Center Program

At a meeting early in October 1975, Plotnikov discussed with SGGG members, Black, the facilitator, and the NIE project officer what he described as teacher Maria Chavez' idea of a Learning Center for the school. This program, Plotnikov explained, would offer students enrichment courses on Wednesday afternoons, the time which the Central Board of Education had chosen to close city schools in order to make budget cuts. The principal suggested that such courses be taught by "experts" and would provide services for children who would otherwise be dismissed from classes on Wednesday afternoons. All the SGGG members present agreed that the idea was an interesting one and that it should be written into the funding proposal for Phase II.

Some time after this meeting, in an interview with the DTA research coordinator, the school's administrative assistant stated that "the idea [of the Learning Center] was originally thought of as providing enrichment for the brightest children." According to Goodman, that was "what Maria Chavez wanted." Plotnikov however, suggested to the site researcher that although he considered Chavez' idea a good one, he would have preferred to have seen the program developed for all students, not just gifted children.

Within two weeks the special task force composed a list of recommendations for the Learning Center design which emphasized two special suggestions to the SGGG: (1) that the SGGG design the requirements for Learning Center courses and personnel; and (2) that, based on the SGGG's design, the Consortium assume the responsibility for locating instructors for the

courses who would ultimately be selected by the SGGG.

Although the SGGG accepted these recommendations, the group did not clarify the nature of the courses to be designed beyond noting that the activities for students to be enrolled in the courses "would be different from their normal daily curriculum" (SGGG, 1975). Because of the burden imposed upon the staff by budget cuts, the excessing of teachers, and the reorganization of programs, the members of the SGGG had decided that they did not have the time or energy to seek and select the kinds of instructors they wanted for the proposed Learning Center program. They therefore expected the Consortium to draw upon its connections with other agencies and individuals and locate instructors whom the school could choose to conduct Learning Center courses.

The Consortium recommended to the principal and the SGGG an agency known as Face-to-Face, Inc. to assist the school in designing and implementing the Center and developing a pool of possible instructors. After a series of discussions among the principal, the SGGG, Black, and representatives from Face-to-Face, Inc. the latter group agreed to a subcontract with the Consortium to assist in the planning and implementation of the Learning Center program. Although various members of the SGGG were not satisfied with the work plan that Face-to-Face, Inc. proposed for itself, the agency began working on the Learning Center program near the end of November 1975.

The NIE project officer expressed concern about both the Learning Center proposal and the subcontract to Face-to-Face, Inc., but in spite of his reservations, the SGGG defended its plans and its decision to work with the agency, citing a lack of time and energy as the reasons for seeking

such assistance.*

Refining the Design

The criticisms of and questions about the proposed program and subcontract prompted the SGGG, Plotnikov, and Black to refine the design of the Learning Center. After a series of meetings and informal discussions, members of the SGGG, the principal, and Black agreed on goals for the program, a pattern of development and operation, and reasons for retaining Face-to-Face.

In a lengthy memorandum to the NIE project officer, the collaborators specified four primary goals for the Learning Center.

1. Development of model courses based on new educational concepts and devised with the intent of their merger into the regular classroom curriculum.
2. Development of the courses as both a learning program for students and a training program for parents, teachers, and other staff and district personnel.
3. Provision of outside resource specialists.
4. Institutionalization of the process of cooperative relationships with resource specialists (Black, et al., 1975, pp. 5-6).

To reach those goals the collaborators proposed to conduct a needs assessment in the school and develop a set of objectives against which course offerings could be developed. Following such activity (conducted jointly by the Resource Center and Face-to-Face) Face-to-Face was to

*See Chapter V, "Collaborating: An Episode" for a discussion of the subcontract to Face-to-Face, Inc.

search for instructors for the courses and introduce them to SGGG members who would make a final selection.

Black, Plotnikov, and the SGGG further agreed that each course would be offered at the school for about six weeks with approximately one hour of each session allotted to a learning activity for students, directed by the instructor. In another hour session the instructor would work with staff and parents seeking greater understanding of the demonstrated methodology and/or of its applicability to other situations.

The collaborators also proposed to the project officer that upon completion of each course, the SGGG, the Resource Center Director, and Face-to-Face would evaluate the event. In addition, the planners suggested that upon completion of a series of course activities, the school community would have developed the competence to design and implement similar activities without the assistance of an outside agency.

During the development of the activities described above, the principal and the SGGG came into conflict with Face-to-Face. The principal, therefore, selected one of the school's key teachers, who was among the originators of the Learning Center idea, to be its first director and to take charge of planning, development, recruitment, orientation, scheduling, evaluation, and other organizational and coordinating activities for the new program. As the school's association with Face-to-Face ended, Chavez guided the program throughout the rest of the 1975-76 school year.

Application of Resource Center Strategies: 1975-76

Following the SGGG's clarification of plans for the Learning Center and other components of the Resource Center complex, Resource Center director

Lewis (who was a non-voting member of SGGG) and others in the group encouraged the staff to submit proposals for the further design of Resource Center activities. During the remainder of the 1975-76 school year, therefore, the SGGG processed many proposals for activities and programs which contributed to the development of the Resource Center proper and its two other components, the Parent Academy and the Learning Center. Throughout the remainder of the 1975-76 academic year the Resource Center complex emerged operationally as well as physically.

Physically, the center does not exist in only one place, and the activities conducted under its auspices occur in many areas in and around the school. Clustered around it are a professional library with work and study areas, a micro-fiche library, a lounge, an office with duplicating equipment, and a storage area for audio-visual equipment. Down the hall from the main cluster area a television studio and a special projects room. Workshops for parents and teachers and Learning Center courses are also held in various classrooms throughout the school building.

The kinds of equipment available within the Resource Center are many. Lawler included the following list in his report:

Equipment for duplicating, photo copying, rexographing (sic), mimeographing, making rexomimeo (sic) stencils, either through a thermoheat process or by electronic stencils for finer details, making transparencies for over-head projects, making color-over-head transparencies, a photo-lab for black and white or color photography, printing, enlarging photos, making micro slides, etc. already exist along with the standard A.V.I. equipment. A video studio with three cameras, whose initial thrust will be teacher training is under construction. A mounting laminating press, photography room, and cooking room will also be operational before long (Lawler, 1976, p.7).

The programs operating in the Resource Center complex during the 1975-76 school years were varied. The Parent Academy offered courses such as English, typing, sewing, and preparation for a high school equivalency diploma. The Resource Center proper continued to provide clerical services to staff and to organize an occasional training workshop. By the end of the school year the Learning Center had also begun to offer its enrichment workshops for students. Parents and staff were invited to observe and discuss the workshops.

The Administration of the Center became more clearly defined as the roles of Center staff were developed by the SGGG and as the SGGG itself assumed the role of Board of Directors of the Center. A Resource Center aid and an administrative assistant were also hired by the SGGG to assist the Director in the management of the Center and its activities. A graduate student with experience in using video equipment was also hired on a part-time basis to help interested staff members use the television studio. Consultants for the professional library and audiovisual equipment were employed to further develop those areas of the Center and to train staff members in their use.

The structure of the Center, including its administration and its varied workshops, services, and collections of equipment, fully emerged by the spring of the 1975-76 school year. The diagram of the following page indicates the organization of the Resource Center complex, its governance, and its program structure.

FIGURE III: Overview of Resource Center Structure and Governance

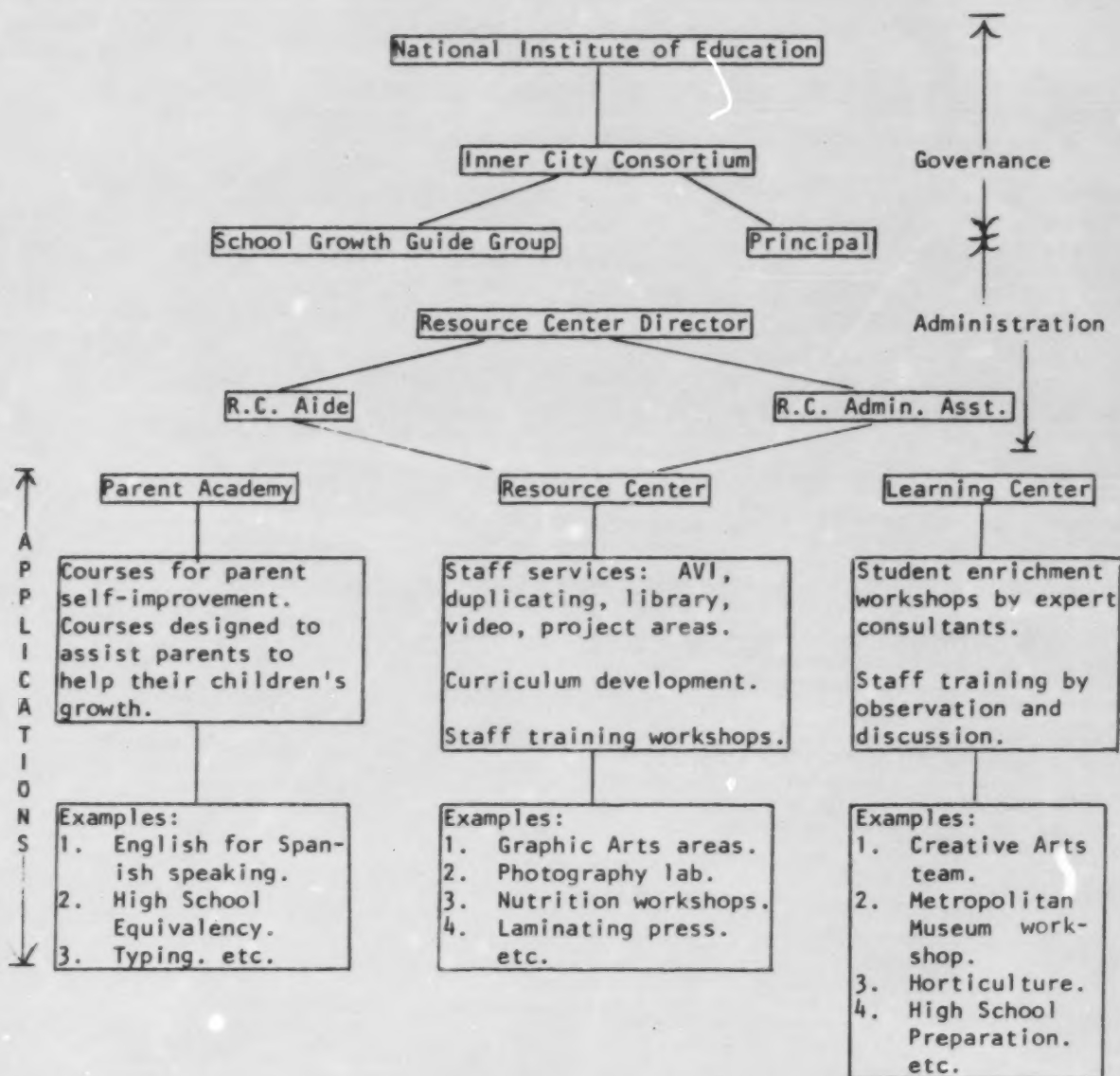


Diagram by Frank Lewis, Southend Resource Center Director, 1976.

Responses to the Center: 1975-76

It is difficult to determine the extent to which the services, courses, and facilities of the Resource Center complex have been used by members of the Southend school community. Attendance at courses offered by the Parent Academy and the Learning Center varied, although baby sitting services at the school allowed for somewhat greater involvement of parents. The Resource Center director spent a considerable amount of his time advertising center activities and informing people of the services available to them. A newsletter for members of the school community was developed for that same purpose. In addition, the director helped compose a pamphlet describing the Resource Center and how it operated.

In January 1976, the Resource Center director conducted a survey among staff members to get their responses to the Center and their suggestions for future planning. Although only fifteen staff members responded to the director's questionnaire (20% of the staff), the responses reflected common opinions voiced by the staff in conversations around the school indicating that of all the Center's services, the most used were the audio-visual and duplicating equipment. For future planning, the respondents placed higher priority on the project room, the professional library, and the staff training workshops. The photography lab, the Learning Center and the Parent Academy were given the lowest order of priority (Lewis, 1976a, 1976b).

Summary

The Resource Center complex which began to emerge as both a comprehensive idea and a physical reality at the school during the period of the NIE

Grant was rooted in staff and parent educational activities which members of the school community developed before receiving the grant. The Foundation Linking Grant provided the financial assistance and human resources needed to broaden the scope of the early planning and development. The NIE Grant institutionalized those activities in the school and provided the school community with a Center for their coordination.

During the second year of the NIE Grant period (1975-76), the project collaborators created a structure for the operation and governance of the Resource Center complex. The principal appointed a new director and the SGGG hired an aide and an administrative assistant. The SGGG reconstituted itself as the governing board of the Center and became responsible for determining policy, planning, and development of its programs.

Three branches of the Resource Center emerged at this time: (1) The Resource Center proper which provided equipment, services, and programs for school staff; (2) The Parent Academy which offered parents courses designed for their own interest and education, and to assist them in supporting the education of their children; and (3) the Learning Center which offered enrichment workshops for students and training (through observation and discussion) for the staff.

In addition to providing the school community with equipment, services, workshops, a link to other resources, and a point of coordination for renewal activities, the Resource Center became for the school community planner an outward sign of renewal and the image of the school-in-transition which they projected to outsiders. As the Center became the focus of renewal in the school it also became the point of collaboration between the

school and the technical assistance group and the channel for sharing with the rest of the District what the school community was learning during the period of its renewal.

The data raise some critical questions about the development of the Resource Center at Southend and about similar innovations elsewhere. The extent to which the community depended upon external resources in order to build the Center and its programs is important. The acquisition of what many in the school considered to be an inordinate amount of equipment may also have had an influence on the manner in which members of the school community made use of the Center. Finally, the planning and development of the Center by a relatively small group of school staff and consultants may have prevented or delayed the whole-hearted adoption of the innovation by the remainder of the school community.

CHAPTER IV: EVOLUTION OF THE SCHOOL GROWTH GUIDE GROUP

- A. The SGGG During the 1974-75 School Year
- B. The Reconstitution of the SGGG
- C. Planning a Process of Sharing with the District
- D. Processing Proposals

EVOLUTION OF THE SCHOOL GROWTH GUIDE GROUP

Although the School Growth Guide Group at Southend had begun as a local planning team under the Foundation Linking Grant Program in the District, it emerged during the NIE Grant period as a collaborator in both the renewal project within the school and in an extension of the project to the District by sharing the results of the Southend experiment with other schools.

The development of the SGGG as a formal planning group is difficult to describe. At Southend the key staff members who formed the core of the school's informal planning group before the NIE Grant was awarded continued to perform planning and decision making activities in support of the renewal project. Many of these people served on the SGGG for considerable periods of time, becoming the core of that official group as well. The development of the SGGG as an official planning and assessing body in the school therefore depended greatly on the informal relationships, which existed among its key members.

For this reason and for reasons relating to limited data on SGGG activities it is difficult to present a detailed account of the manner in which the SGGG exercised its function in the NIE funded project. This chapter is meant only to introduce the reader to the primary areas of SGGG activity as it evolved into a planning group.

The first section of this chapter discusses the difficult position that the SGGG occupied during the first year of the NIE Grant period. The redefinition and reconstitution for which the Group strove in the second year are then described, followed by a discussion of the SGGG's role as a collaborator in the development of a process of District sharing. The

final section presents a sample of the kinds of proposals the SGGG processed as it monitored the NIE Grant for the school.

The SGGG During the 1974-75 School Year

DTA Documentation of activities in the site did not begin until the start of the 1975-76 academic year. However, the Historical Update included in the Request for Continuation Funding for Phase II, written by Black and approved by the SGGG and Plotnikov, and two reports issued by a documenter for the Consortium shed some light on the activities of the School Growth Guide Group during its first year under the NIE Grant.

The Consortium documenter, present in the school from February to May 1975, indicated that the SGGG underwent a difficult transition before and during the period of his observations. He noted that in spite of the strong commitment of certain SGGG members, the group as a whole experienced a considerable decline in morale and in its sense of purpose as it assumed its new role:

There was a hesitantly expressed feeling that the importance of SGGG to decisions in the school was decreasing and that their overall function was not as clear, nor their power as great as they once had been. Much of their business seemed to be approval of things already worked out by the Consortium, University, the principal, and the Advisory Board (Scott, 1975a, p. 3).

The Request for Continuation Funding also noted the difficulties which project participants agreed had confronted the SGGG in 1974-75. The document noted that although the SGGG according to the original Scope of Work functioned as "a primary planning and implementing partner in all project activities," the role of the group was left vague, there was

insufficient opportunity for the group to meet during the school day, and time was not set aside to train its members (Black, 1975a, p.8). The collaborators decided, therefore, to direct the SGGG's function to particular elements of the project rather than to general questions alone, in an attempt to focus the group's role within the project strategy. The role of the SGGG was consequently redefined to focus its energy on the development of the proposed Resource Center through cooperative management, planning, designing, implementing and evaluating activities.

The Consortium documenter observed that the SGGG became "extremely active" during the last few months of the 1974-75 school year and processed many requests for funds from the NIE Grant, allocating much of this money to the Resource Center. The documenter's second report further noted that the SGGG continued to have difficulty obtaining a quorum, and that parents and students no longer attended the meetings. Nevertheless, the group showed "considerable vitality" in discussing the necessity for the various amounts of funds it allocated, although the members usually did not pursue the issue of how the SGGG's allocations related to an overall philosophy of NIE support (Scott, 1975b, pp. 1-2).

The vagueness of the SGGG's role at Southend at this time was also indicated in a report issued by the Central University component of the Foundation Linking Grant in July 1975.

Although the major role of the Southend SGGG during the 1974-75 academic year focused on the monitoring of the NIE Grant, the group continued to manage various components of the Foundation Linking Grant Program in the school, the largest of which was the University's School

Centered Teacher Education Project. The involvement of the University in Foundation Linking was distinct from its role as collaborator in the NIE Grant Program at Southend. The report stressed that the lack of clarity was most evident in the relationships the SGGG had with the principal and the Advisory Committee and in a shift in the SGGG's role from that of a group of leaders and initiators of change to "reactors and managers": "Rather than taking on the major responsibility for initiating ideas, courses, proposals, and actions, they saw themselves more as a clearing-house for staff proposals"... (Smith, et al, 1975, pp. 50-63).

The University report further noted that this shift in responsibility of the SGGG may have been due to the large volume of proposals presented to the group for their processing and to the strong and active role played by the principal. The report noted: "It is conceivable that...[the principal's] creativity and involved participation caused the SGGG to neglect that facet of their role" (Smith, et al., 1975, p. 51). Nevertheless, the major reason cited for the SGGG's difficulties was that: "the roles and responsibilities of...the SGGG vis-a-vis the Principal, Assistant Principal, and the rest of the staff have never been fully spelled out" (Smith, et al., 1975, p.84).

The members of the SGGG themselves expressed frustration with the apparent vagueness of the group's responsibility in the school. Therefore, at the beginning of the 1975-76 school year, the SGGG undertook as one of its major projects the clarification and reconstitution of the SGGG.

The Reconstitution of the SGGG

Toward Constituency Based Representation

Of the eleven members of the SGGG who met at the start of the 1975-76 school year, six were teachers who had worked together with the principal since their days at Old South Grade School. These key people formed the core of SGGG activity early in the 1975-76 year. With them on the team were another teacher who had worked with the key people towards the restructuring of Southend, four active members of the Parents' Association, one of whom was also a paraprofessional in the school and another a former member of the Local School Board.

The members of the group first began to discuss formally the possibility of reconstitution at an SGGG meeting on October 1, 1975. In the midst of talk about a schedule for the expected SGGG elections, some of the teacher-participants raised more basic questions:

Lewis: We need to discuss the role of the SGGG and the purpose for changing.

Masters: Is the SGGG open to all staff members or should it be open by subschool? How many representatives should there be from each subschool?

Sinclair: The role of the group is changing. Maybe it should be constituency based.

The SGGG at this time was also involved in the planning of the Proposal for Continuation Funding for Phase II of the NIE Grant. The group had organized two task forces to formulate goals and objectives on (1) school governance and (2) the Resource Center for inclusion in the Phase II Proposal. The Task Force on School Governance assumed responsibility for treating the

issue of SGGG's role and membership.

According to the Consortium site facilitator who worked with the SGGG and its task forces, Principal Plotnikov had suggested to her that the SGGG become a central planning board for the school and assume all the responsibility of the Advisory Committee.

Although the project's Management Plan of September 1974 had indicated that the SGGG would assume all duties of the Advisory Committee under the NIE Grant, the latter body continued to exist at Southend. Plotnikov and SGGG members claimed that the Advisory Committee no longer served any purpose, that its membership duplicated that of the SGGG, and that it should not convene in the 1975-76 school year.

The facilitator presented Plotnikov's suggestions to the SGGG Task Force on School Governance whose members then recommended that the SGGG be redefined and reconstituted to include wider representation of all school constituencies. Within a week the Task Force on School Governance had presented a list of recommendations to the SGGG for its consideration. The recommendations included an outline of proposed general responsibilities for the SGGG, objectives, and activities to support and facilitate their achievement. The Task Force suggested that the SGGG become the school unit in charge of program and curriculum development, teacher training, and the Resource Center; that the SGGG set policy for the Resource Center in conjunction with the principal; and that it should reconstitute itself with the following objectives:

1. Become more reflective of the various constituencies involved in the school community; and
2. Avoid duplication of effort by supplanting the school-wide Advisory Committee (Committee on School Governance, 1975, p.1).

Suggested supports for the above included training workshops, planning and evaluation conferences, a facilitator to plan and to maintain SGGG records, and consultants to assist training, planning, and implementation.

The SGGG accepted the recommendations of the Task Force at their October 15, 1975 meeting with only two revisions, both of which had been suggested by the principal: (1) that the recommendations state explicitly that students would be members of the SGGG, and (2) that the SGGG's negotiations with the principal and with the Resource Center director about the group's role and responsibilities be listed as separate activities (SGGG, 1975a).

Further revisions in the proposed redefinition of the SGGG came about through discussions of drafts of the Request for Continuation Funding for Phase II which was submitted to NIE early in November 1975. During the course of meetings with Black, Plotnikov and among themselves, the SGGG members approved a final set of recommendations which were included in the Phase II Request document and which established the boundaries within which the SGGG role and function review was to be carried out (Black, 1975a, pp. 18-21). The proposed development of the SGGG was listed as one of the three primary goal areas toward which the project collaborators' work would be coordinated and organized. (The other two goal areas were the Resource Center and Phase III of the NIE Grant Project.) The goal statement read as follows:

Goal: School Governance

A condition in which the continued development of the School Growth Guide Group both clarifies the role and function of the group in relation to the school planning and decision process as articulated by the Principal and produces broader, more

effective constituency involvement in school planning (Black, 1975a, p. 18).

The objectives that flowed from the goal statement stressed the development of a process and the clarification of relationships among project collaborators through which the goal would be achieved. Three general strategies for SGGG activities were noted (reorganize, negotiate SGGG roles with the principal, negotiate roles of the Resource Center director with him) and a list of collaborative strategies were proposed to support the SGGG in the process. These strategies also emphasized the role the Consortium would play through its site facilitator and consultants in the continued development of the SGGG described in the goal statement and objectives.

A significant component of the Consortium's participation in this area of the project was its renewed commitment of a full-time site facilitator to Southend. (See Chapter V.) In addition, the Consortium had compiled a Program Guide: Establishing a Constituency Based Planning Team, based on its experiences at Southend and four other city schools, which recommended alternatives in the development of such planning teams (See Appendix E).

Clarification of Representation on the SGGG

After the Phase II Request was submitted to NIE early in November 1975, the SGGG met to discuss the manner in which the proposal could be put into operation and to lay the groundwork for the drafting of an SGGG constitution. At a meeting on November 26, discussion centered on the composition of the new SGGG. One team member who was also chapter chairman of the NTU expressed concern for the involvement of the school's paraprofessionals saying, "We have alienated the paraprofessionals. They think they are stepchildren."

The group discussed the possibility of a quota system to ensure SGGG representation of all school constituencies. One of the members noted, "If we are aware of the total staff we need no quotas." However, the issue was not resolved at this meeting and although some members suggested that they continue to discuss it at a future meeting, the SGGG did not publicly treat the issue of quotas again.

The group also considered student representation on the SGGG and questioned the manner in which students' participation could be facilitated. Teachers in the group agreed that some orientation would be necessary:

Masters: Students in the past have just been seat-warmers.

Goodman: I will be responsible for being an advisory to students [on the SGGG].

Lewis: Students could then be coached to vote for whatever the SGGG members wanted.

Chavez: We have a facilitator who should be able to... [orient the students], not a teacher.

Although the group did not vote on Chavez' suggestion, the SGGG members agreed to recommend that the site facilitator orient new student representatives elected to the SGGG.

The SGGG did pass a motion, framed by Chavez, that the reconstituted SGGG be composed of eleven members--three parents, five staff, and three students. The only opposition to the motion was made by Resource Center Director Lewis who considered the matter to be too important to be decided upon without the formal consideration of the rest of the school staff:

The agenda for this meeting was not publicized to the staff as a whole, and no poll was taken of the staff or parents to ascertain their feelings...I fear that the staff will view the SGGG as arbitrary and unconcerned with the opinions

of others when the team makes decisions of this magnitude without allowing the staff an avenue of expression (Lewis, 1975a).

At another meeting on December 3, 1975, the group again discussed the reconstitution of the SGGG according to the numbers of parent, student, and staff representatives agreed upon at the meeting of November 26 and began to consider an election process for the new SGGG. Plotnikov, however, suggested that elections be postponed until the broader role and function of the SGGG were more clearly defined, in order that candidates for the SGGG would be fully aware of its new responsibilities. He further recommended that the SGGG consider extending its responsibilities beyond the period of the NIE Grant, a proposal which would demand considerable discussion with the principal, before a decision could be made on the recommendation. Given the possibility of such negotiations, Plotnikov reiterated that he preferred "that the present SGGG extend its current term of office for an additional period of time in order to complete the role definition discussions" (SGGG, 1975c).

Members of the SGGG considered the principal's suggestions and proposed various alternatives:

Lewis: The [present] SGGG term of office expires on December 31. We should consider extending our term of office for two months so that we can reconstitute. I think we have to present it to staff as a referendum...We need their vote of confidence.

Sinclair: I like the idea of an interim SGGG. It could shape policy for what the SGGG is supposed to do.

Masters: Were there some policy guidelines?

Sinclair: Yes. The SGGG was supposed to restructure itself.

Lewis: Do you mean that staff should elect good planners? Maybe we should reconsider a task force for restructuring the SGGG.

Masters: The guidelines seem good to me so that we don't flounder like we did last year.

After further discussion, Goodman moved that the SGGG postpone elections until February 29, 1976. Lewis again insisted that a referendum on the issue be presented to the entire staff, to which Chavez replied: "The staff does not give a damn about the SGGG. What if the staff says 'no'?" Lewis failed to attach an amendment to Goodman's motion concerning the proposed referendum and after considerable discussion of the matter, made a specific motion on the referendum itself. But others as well as Chavez opposed Lewis's motion:

Plotnikov: I am not sure a referendum is necessary. We should [just] go to the staff and let them know our position.

Goodman: We should take responsibility for our own actions. I don't want to de-emphasize the role issue.

Lewis, however was insistent: I would have to remove myself from the SGGG if it is going to run arbitrarily.

The motion failed to carry. Members initially cast two votes for the motion, two votes against it. (Four members abstained.) However, according to the Minutes of the meeting, Chavez changed her position from abstaining to voting against the issue. By her vote the motion was defeated.

Chavez then framed another motion to hold new SGGG elections on December 31, 1975, as originally decided. The motion quickly passed in spite of Goodman's opposition and Lewis' abstention. The group decided that the new SGGG would complete the task of role definition with the principal.

The SGGG's efforts to draft a constitution, however, interfered with their plans for a new election. At a meeting on December 17, 1975, the group decided to postpone elections indefinitely in order to have

more time to complete the constitution.

A New Constitution

SGGG chairman Sinclair discussed a first draft of the proposed constitution with the Group on December 17 (Sinclair, 1975). However, the principal advised that a more fruitful discussion could take place after the Christmas vacation when he had time to prepare some comments on the draft for the SGGG's consideration. Initially, most members of the group did not want to postpone the discussion but eventually agreed that the principal's reflections on the first draft would help them.

By mid-January, 1976 the principal had compiled a list of his comments on and suggestions for, the draft of the SGGG constitution (Plotnikov, 1976a). He made about thirty suggestions for revision of the draft on six of the document's eight major sections. By the end of January, the SGGG had adopted all but four of Plotnikov's recommendations and produced a second draft of the constitution which lay the groundwork for the group's restructuring and redefinition (SGGG, 1976).

The Constitution stated that the purpose of the SGGG was to create a mechanism through which the great majority of such interested parties, namely students, parents and staff can have a legitimate influence on the decision making process within the school (SGGG, 1976 p.1).

To achieve that purpose, the Constitution provided for the inclusion of student, parent, and staff representatives in the decision making process "as it relates to the Resource Center". The document further listed and explained the duties and responsibilities of the new SGGG regarding:

1. Out-of-school linkage;
2. The Resource Center itself;

3. Its capacity as an advisory body to the principal;
4. Funding and proposals for the Resource Center;
5. The parent component of the Resource Center;
6. The proposed Learning Center.

A complete copy of the Southend SGGG Constitution is attached to this report.
(See Appendix F.)

Planning a Process of Sharing with the District

During the process of reconstitution through which the role and function of the SGGG was becoming more clearly defined, the group also attended to its duties regarding the monitoring of funds from the NIE Grant. As the SGGG's responsibility for the development of the Resource Center was made more specific by the Group's reconstitution, its monitoring function was focused primarily on the development of the Resource Center complex. Another important aspect of the monitoring process was the emergence of the SGGG as a collaborator with the principal and the Consortium in the planning of the second phase of the NIE Grant period. (Phase II of the NIE Grant period was originally scheduled as January 1 to December 31, 1976. However, it did not actually begin until April 1, 1976.)

These planning activities included the refinement of the role of the SGGG (discussed above), the design and implementation of Resource Center activities (Chapter III), a re-definition of the collaborative structure (Chapter V), and the development of a process of sharing with the District the knowledge generated by the project in the school.

The process of District Sharing became a major component of the project

during the course of its three years and culminated in a series of events during the final year of the grant period, 1976-77. As in all important developments within the project, District sharing was ultimately effected by all the collaborators--the principal, the SGGG, Black, the District Superintendent, and other principals and school staff members in the District. This section, however, discusses only the role of the SGGG. The roles of the other collaborators are discussed in Chapter V.

During the first SGGG meeting of the 1975-76 school year (October 1), Andrew Black suggested that the group select a task force to recommend to the entire SGGG the items for consideration for the Phase II proposal. The task force included two parents, a teacher, the Resource Center director, and the site facilitator. At a subsequent meeting, the group generated a list of questions about the structure and process of the collaboration, especially with regard to the roles of the University and the site facilitator, training and reconstitution of the SGGG, the subschool program at Southend, and sharing between the school and the District. These items were discussed further with Andrew Black and Alberto Rodriguez three days later (October 6) before they were presented to the SGGG as a whole on October 8.

Black, Rodriguez, and Plotnikov also attended the October 8 meeting of the SGGG. After Lewis and Rodriguez reviewed guidelines for Phase II funding with the group, Black explained the structure of the proposal document and suggested an outline ~~for the group to consider~~. During the latter presentation, participants of the meeting made recommendations for additions

or further clarification of some of the items Black had suggested. These recommendations focused primarily on two issues: (1) the clarification of the governance structure within the school, especially regarding the relationship between the SGGG and the principal; and (2) the process of sharing with the District.

Black suggested to the group that District Sharing be developed through Resource Center activities, but noted a lack of clarity in the relationship of the SGGG as governing board of the Center with the District and the principal. "No policy has been articulated," said Black, "and it must be articulated for Phase II." He therefore suggested the selection of two task forces to develop strategies to implement the goals and objectives for Phase II which he presented in his outline and to which additions were made by the SGGG. The Task Force on School Governance led to the re-definition and reconstitution of the SGGG, as described in the previous section of this chapter. The other task force was formed to design strategies for the further development of the Resource Center and its programs and activities.

The SGGG Task Force for Resource Center Strategies presented a report to the entire team on October 15 at which meeting the SGGG accepted the report and resolved that the ideas contained therein be incorporated in the Phase II proposal. Members of the group, however, made several recommendations and comments about items in the report, including the allocation of funds for individual subschools and teams within Southend. According to the Minutes of this meeting, the group resolved that this was

an issue which the SGGG would continue to consider and that "the budget will be flexible enough to support their final decision" (SGGG 1975a, p.1).

While the Resource Center Task Force was preparing its report, Black had been developing strategies for District Sharing. At the October 15 SGGG meeting he told the group that he was waiting for suggestions from District officials on the proposed sharing process. During the meeting, however, SGGG members presented some of their own recommendations. The Minutes of the meeting noted the following suggestions which the SGGG members asked to have included in the Phase II Proposal:

1. District participation in the Learning Center component which may take the form of Wednesday afternoon coffee sessions to discuss the activities in the Learning Center;
2. That District 7 representatives be included in the retreats planned by the School Governance Committee;
3. That parent courses be open to all parents in the District as was previously done;
4. That the SGGG may hold training sessions for District administrators, teachers and parents to explain the SGGG process;
5. Southend could have review sessions on subschool structures for District personnel; and
6. The SGGG also expressed a willingness to participate in District planning sessions, i.e., language arts planning meetings (SGGG, 1975a).

About a week later, on October 20, Black met with Plotnikov and the SGGG specifically to discuss a draft of the Phase II proposal which incorporated their recommendations. Together they reviewed the four major expository sections of the proposal--Historical Update, School Governance, Resource Center, and District Sharing. According to the minutes of the

meeting, they were unanimously approved, after making only minor revisions (SGGG, 1975b).

Processing Proposals

Once the final draft of the Phase II proposal was near completion, the SGGG began to devote more of its time to the processing of proposals for the development of the Resource Center and the Center's activities. The proposals discussed by the SGGG were many and varied. Some were for equipment; others for activities. Some were directed to the development of long-term programs designed to benefit students; others were for a particular event involving one or two staff members. Proposals were brought to the SGGG by a variety of people within the School--teachers, the principal, and the SGGG members themselves.

Most of the proposals considered by the SGGG during the 1975-76 academic year were processed in the fall. From December 1975 through the following spring, the SGGG was involved in the development of programs, internal administration of SGGG affairs, and consideration of issues concerning collaborative activities with the Inner City Consortium and the roles and responsibilities of the collaborating parties.

The proposals for equipment included the following:

1. A Resource Center telephone line;
2. A coffee machine for the Resource Center;
3. Additional equipment for the Reading Lab;
4. Ceramic supplies;
5. Materials for the Resource Center Library;

6. A Universal Gym;
7. A refrigerator for the nurse's room;
8. Cameras and film for the Resource Center;
9. Social studies films.

Proposals for program development often contained a request for consultants as well as for equipment. Proposals of this sort included:

1. The continuation of a Food Lab;
2. The development of a Math Lab for advanced students;
3. A puppetry workshop;
4. The continuation of an environmental curriculum;
5. An after-school tutorial program;
6. Courses for the Parent Academy.

A list of the proposals which the SGGG had approved was presented to the principal for his consideration late in November, 1975. The SGGG had indicated the staff members, or members who had submitted the proposals, the respective costs of consultants, and of materials. (See Figure IV on the following page.)

Workshops and seminars were also planned by the SGGG. Some were intended to benefit parents directly through the Parent Academy component of the Resource Center, but the majority were included in plans for the Learning Center component, the review of which consumed a significant portion of the SGGG's attention during the 1975-76 school year.

FIGURE IV: Memorandum on Approved Proposals

Inez Montoyay Diaz
Southend I.S.

Abraham Plotnikov, Principal

TO: Abraham Plotnikov
FROM: The School Growth Guide Group

The following proposals have been given final approval by the SGGG and are being given to you for your consideration.

<u>Proposal</u>	<u>Proposer</u>	<u>Consults.</u>	<u>Materials</u>	<u>Total</u>
Reading Lab. Mats.	Anthony	-	\$ 943.	\$ 943.
Math Materials	Besten/Masters	-	710.	710.
Food for Cooking Class	Gifford	-	400.	400.
Cooking Resource Mat.	Gifford	-	200.	200.
Misc. Exercise Equip.	Katz	-	1,000.	1,000.
Puppetry Program	Lewis/Gothelf	-	425.	425.
RE. CNT. Maintenance	Lewis	-	540.	540.
Social Studies Films	Kahn	-	800.	800.
Library Consultant	Plotnikov	800.	-	800.
Equipment Repair Cons.	Plotnikov	200.	-	200.
Member/BAVI	Plotnikov		150.	150.
Printing Supplies	Skolnick		168.	168.
RE. CNT. Cameras/Film	Lewis		500.	500.
R.C. Library Materials	Plotnikov		2,000.	2,000.
ST. Mary-Waterfront Curr.	Jesser's Team	500.	250.	750.
Wood/Ceramics Club	Short		300.	300.
6th Grade Ind. Reading	Udell		100.	100.
After School Tutoring	Udell		50.	50.
Resource CNT. Materials	Lewis		1,400.	1,400.
Face-to-Face, Inc.	SGGG	3,290		3,290.
TOTALS -		4,790.	+ 9,936.	= 14,726.

The following proposals have been rejected by the SGGG:

Printing Club	Skolnick	432.
ESL AVI	Montjoy	910.
Universal Machine	Katz	2,750.
Video Consultants	Plotnikov	500.
Social Studies Career Lab	Curtis/Irmo	2,166

Ms. Franklin's proposal for CRMD Job Training needs further clarification and the SGGG will act on that early next week. This proposal involves \$250.00.

The total material budget was:	\$10,121
Money allocated:	<u>9,936</u>
Materials money remaining:	\$ 185

The total consultant budget was:	\$ 5,000
money allocated:	<u>82 4,790</u>
Consultant money remaining:	\$ 210.

Summary

The School Growth Guide Group at Southend had existed as a planning body before the NIE Grant was awarded. During the three year period under the grant, however, the group's function was redefined, its role was clarified and its membership was broadened. By the second year of the grant period, the SGGG had renegotiated its relationship with the principal, made itself the governing board of the Resource Center, and accepted parent and student representatives as members along with school staff.

A small group of staff who committed greater than usual amounts of time and energy to planning activities for the school remained the core of the SGGG throughout the grant period. The informal leadership roles they occupied in the school and their close relationships with the principal helped to legitimize the SGGG in the eyes of some members of the school community and to evoke charges of elitism from others.

Reinforced by the funds from the NIE Grant which it monitored and by the technical assistance and link to other resources it received through the Consortium, the SGGG emerged as a collaborator in both school-based planning and district-wide dissemination activities. It is not clear, however, to what extent the SGGG depended on both the NIE Grant and the support of the principal for the role it assumed during the grant period.

CHAPTER V: THE COLLABORATIVE ARRANGEMENT

- A. Overview of the Collaboration
- B. The Role of the Site Facilitator
- C. The Principal as Collaborator
- D. Collaborating: An Episode

THE COLLABORATIVE ARRANGEMENT

During the course of the three year period of the NIE Grant, at least five institutions and many times that number of people participated in the planning and coordination of activities funded by the Grant. The school, the Consortium, and the University were the three original collaborating institutions of the project. Personnel from each of them were the central participants in the evolution of the project and of the collaborative arrangement itself. (The other two institutions only intermittently involved in the effort were the School District and Face-to-Face, Inc.)

From the school, the most active collaborators were the principal, Abraham Plotnikov, and the members of the SGGG (which included the administrative assistant and the Resource Center director). Andrew Black, principal investigator of the project, represented the Consortium's participation along with Victoria Grant, the site facilitator. From the University, Mark Hopkins was the primary collaborator.

This chapter will discuss the collaborative arrangement among those people and institutions which evolved during the grant period. An overview of the collaboration is presented first, followed by the sections discussing the roles of the site facilitator and of the principal. The last section of this chapter is the story of a subcontract to another assistance agency. It is an episode in which nearly all the other major collaborators played a part and through which the collaboration nearly came to an end.

Overview of the Collaboration

Early Planning

Throughout the early part of 1974, before the collaborators submitted their proposal for the project to NIE, Black, Hopkins, Plotnikov and members of the SGGG explored together the role and direction which the collaboration could take. The focus of the project was clearly the restructuring of the school into a mini-school complex. Less clear, however, was the manner in which the University and the Consortium were to support the initial implementation and continued development of that new structure.

Late in March 1974, in letters to the other collaborators, Black identified three areas in which the collaboration would be most useful: organization development and management analysis, learning environment design and implementation, and teacher support throughout the change/renewal process. By the time the proposal was submitted those areas were clarified further, but the roles of the collaborators were not. Discussion among participants about their roles continued well into the grant period.

The First Year

While attempting to decide what roles Hopkins and Black could best play in the project, all collaborators participated in the implementation and refinement of the mini-school complex and in the designing of a teacher resource center.

Eventually Hopkins was designated as a consultant to the coordinators of a student services program in the school and was to spend his time allotted to the project in that capacity. (Ninety days during Phase I:

June 28, 1974 to December 31, 1975.) Black on the other hand, was to spend fifty percent of his time on the project as principal investigator and process consultant. In addition to arranging Hopkins' participation in the NIE funded project, the University continued to provide resources to the school through the Foundation Linking Grant.

During the first year of the project, these factors led to further confusion on the part of the collaborators about their positions. First of all, the school people had been accustomed to working with Hopkins in the Foundation Linking Grant Program when he served as a process consultant to the school planners. However, in the NIE funded project, that role was given to Black. For that reason, Hopkins was given a more limited role coordinating a student services program in the school. The Consortium and the school, however, did not consider that program or Hopkins' role in it to have been successful. According to the other collaborators, Hopkins consequently was left without a viable position in the project, in spite of the help he had previously given the school in the Foundation Linking Grant Program.

The Second Year

During the 1975-76 school year, the collaborative arrangement underwent its most drastic changes: the elimination of Hopkins and the University from the collaboration, a reduction of Black's time on the project, the assignment of a site facilitator to the school, and the subcontracting with another assistance agency.

The school and the Consortium decided not to specify Hopkins and the University as collaborators in the project for Phase II for the NIE Grant period for the reasons cited above (lack of clarity in the role Hopkins played in the project and lack of success of the student services program). Furthermore, the SGGG members were then planning the Learning Center component of the Resource Center and considered it important to have the opportunity to draw on resources in addition to those of the University. They claimed that collaboration with the University was too limiting to the development of the Center. Because of that decision, Black sought out another agency to link the school and Consortium to other resources for the Learning Center program. (See the section of this chapter entitled Collaborating: An Episode.)

In the meantime, the Consortium was in the process of reorganizing itself internally. In order to attend to that reorganization, Black reduced his own participation in the project from 50% to 20% of this time. He then hired Victoria Grant to be a site facilitator in the school to assist the SGGG and the director of the Resource Center.

Crisis and Renewal

Neither the site facilitator position nor the subcontract to the other assistance agency was helpful to the collaborative arrangement between the school and the Consortium. By the middle of the 1975-76 school year, Black removed the facilitator from the school and the SGGG

dismissed the subcontracted agency.

A conflict developed between the school and the Consortium over the amount of money to be paid to the subcontracted agency and over the more fundamental issues regarding control over the Grant funds and decision making power in what was meant to be a collaborative project.

The conflict over these issues was compounded by the lack of clarity in the roles of the collaborators and their institutions and by the lack of trust the collaborators demonstrated toward one another. Black and Grant began to say that Plotnikov and the people at the school only wanted money from the Consortium and were not concerned with the process of planning which the assistance group was attempting to support in the school. On the other hand, the school people said that the Consortium had seized control of funds meant for the students and that the Consortium was now exploiting them, by claiming responsibility for the success which members of the school community insisted they had achieved on their own.

After nearly two months of tense exchanges, the conflict between the school and the Consortium lessened as Plotnikov, Black and members of the SGGG began again to explore ways in which their partnership might be useful to the project. Emphasizing a shared vision of what the school could be, they attempted to forge a realistic arrangement in which to collaborate.

To that end, the school and the Consortium established a Committee

on Grant Review, composed of Black, Plotnikov, and an SGGG member, whose tasks were to review regularly the objectives and activities of the Grant and to resolve problems in the collaboration before they had an adverse effect on project activities.

Two other developments helped to further clarify the collaborative arrangement: (1) Black began to focus his role on the development of a process of sharing between the project and the District, and (2) the administrative staff of the school and some SGGG members agreed to work with a management consultant recommended by Black who would be in effect the primary advisor for the Consortium in the school. Both of these developments took root during the third and final phase of the grant period during which time the collaborators once again turned their attention to the project at hand.

The Role of the Site Facilitator

Victoria Grant was acquainted with Southend as a result of teaching in the Foundation Linking Grant Program in the school when she was a staff member of the University. When Andrew Black hired her in the summer of 1975 to be the Consortium's site facilitator in the school, she was aware of the school's history and its staff's efforts to restructure the educational program. She remained site facilitator only until the end of January 1976, however, when Black removed her from her position at the school.

According to a description of Grant's position which Black drafted during the summer of 1975, the site facilitator was to provide assistance

to the school community in four ways:

1. To assist the principal in making the most effective use of the SGGG process;
2. To assist the SGGG in the long term development of the SGGG's group process and planning skills;
3. To work with the designated managers of the Resource Center to assist in making the center a useful planning and assessment tool that is widely used by all subschools and teams.
4. To work on the articulation of the relationship between the school and the District (Black, 1975b).

Black added to the above list that the specific details of the position were to be decided upon and described by the SGGG, the principal, and the Consortium during the second week of the school year. In the meantime, Grant was to assist the principal, the Resource Center director, and members of the SGGG in whatever ways she and they considered appropriate.

Grant was told by Black that she would be supported by the Consortium's Education Program through training and applied research. However, during the time she was a facilitator in the school, the Consortium underwent a series of internal administrative and programmatic changes which left her with less support than she had expected. Furthermore, school staff discussion about the specific details of the facilitator's position, which were to be decided upon during the second week of the school year, yielded to Southend's response to the teachers' strike, and to the internal reorganization necessitated by District budget cuts and staff excessing. Rather than support for her attempts to clarify her role and relationship

to the school, Grant encountered what she interpreted as indifference on the part of many school staff members who expressed more concern about their own positions and those of their colleagues than about clarifying a role for the newcomer.

The Facilitator's Work with the SGGG and the Principal

Grant saw her role with the SGGG as that of facilitating the group's planning and decision making processes. She expected that a clarification of her position was to be undertaken by the SGGG after she was introduced to the group. The SGGG members, on the other hand, indicated that they had neither the time nor inclination to collaboratively define Grant's position. Some considered her to be a replacement of a clerical aide whom the Consortium had hired during the previous year but who did not return to the school in the fall of 1975. (This perception of some SGGG members was reinforced because Grant performed clerical tasks for the group when she first assumed her position.)

Grant suggested that another reason for the lack of congruence between her own understanding of her job and the SGGG members' response to her position was that she had not been formally hired by the SGGG. She claimed that only Robert Sinclair (then chairman of the SGGG) and Abraham Plotnikov had approved her appointment by Andrew Black and noted that the SGGG had resisted the idea of having a facilitator when Black had suggested the position to them during the previous school year.

Once she began working with the SGGG, Grant's position became increasingly more uncomfortable for both herself and the group. SGGG

members generally felt that the facilitator was too directive; Grant perceived the Group to be uncooperative. Although she expressed respect for the group's talent and energy, the facilitator claimed that the SGGG's overriding concern was with obtaining grant money and that this concern prevented its members from developing a process of decision making which Grant understood to be central to the efforts of the collaborators. She was more explicit in a memo she wrote to Black at the end of December:

[The SGGG members] have been under high pressure to do many tasks involving the NIE Grant over the past three months. While I have seen them respond well to the pressure and complete the tasks,...I have often felt that they viewed the proposal as a document which would get the school funding but not as a true commitment to the scope of work...I have the feeling that they do not perceive the grant as part of their school but as some type of supplementary piece (Grant, 1975 p.3).

In addition to her role as process facilitator for the SGGG, Grant's job description called for her assistance to the principal "in making the most effective use of the SGGG process." Grant, however, claimed that the principal only wanted to use her to have easier access to the NIE Grant money. The principal, on the other hand, said that he vigorously supported the facilitator's position in the school and attempted to persuade the reluctant SGGG members to accept her and help her clarify her role. In particular, Plotnikov suggested that the facilitator help the SGGG "plan for training in...decision making, management, and dissemination of information."

The Facilitator's Work in the Resource Center

According to her job description, in addition to her work with

the SGGG, Victoria Grant's other activity in the school was to work with the Resource Center director and his assistant. The manner in which the facilitator was to assist them was never specified. Nevertheless, the Resource Center became the area of work in the school with which Grant felt most comfortable.

The director of the Center claimed that the facilitator was most helpful to him in developing the management of the Resource Center complex. To this end, he noted, she had taken him to another teacher workshop in New York City, gathered information on various teacher centers across the country, and developed time-lines and agendas.

The Removal of the Facilitator from the School

In November 1975, the Consortium with the approval of the principal and the SGGG, hired Face-to-Face, Inc. to design and develop the Learning Center. During the following three months, Victoria Grant acted as a liaison between Southend's SGGG and the Face-to-Face group. She arranged meetings between Face-to-Face and groups of staff within the school when the subcontracted agency asked for a school staff response to their plans for the proposed Learning Center.

In January 1976, the SGGG decided not to accept Face-to-Face's plan to continue the development of the Center. The agency was, in effect, fired by the SGGG and the dismissal generated a conflict between the school and the Consortium over the amount of money that each group considered an equitable payment to Face-to-Face for its services.

Grant was caught in the cross-fire. The principal and members of the SGGG thought that she was supposed to have been a spokesperson for

the school in the conflict but instead perceived that the facilitator was backing Face-to-Face and was persuading the SGGG to retain the agency. By the end of January, Grant and the members of the SGGG were no longer working together. In spite of encouraging attempts by both the school and the Consortium to reinforce their often tenuous relationship, Black ordered Grant removed from the school. It was not initially intended as a permanent step, but the facilitator was never reassigned to the position at Southend.

The Principal as Collaborator

As principal of the school, Abraham Plotnikov played a significant role as a collaborator in the NIE funded project. This role was demonstrated primarily in two general areas: (1) as head of the mini-school complex, interacting with its constituencies; and (2) as representative of the school, managing its relations with the technical assistance groups and the District.

Head of the Mini-School Complex

General Relations With Staff. Principal Plotnikov shared what many of his staff referred to as a "personal relationship" with them, especially, but not solely, with those identified as the key people. He took an interest in staff members' personal and professional lives, often asking them about their families or notifying them of certification exams and other opportunities for professional development. He seemed to be interested in accomodating his staff and in encouraging those whom he

considered to have worked hard for the school.

Plotnikov demonstrated this interest in a variety of ways: in September, bringing apples from his home to give to picketing teachers, trying to fulfill teachers' program requests, and in June, helping a teacher arrange a camping trip for a group of students.

The principal was especially encouraging to staff members who wanted to discuss their teaching, and the planning of more effective school programs; and publicly demonstrated support and respect for those teachers who expressed a desire to continue to improve their teaching, whose students he felt were learning, and who became involved in other activities in the school.

Staff members who felt supported by Plotnikov praised his leadership. In a conversation with the research coordinator in May 1976, guidance counselor Jose Aguilar and teacher Al Esposito said that Plotnikov believed that a teacher's role included more than the classroom, and so made certain that teachers had other responsibilities in the school. They explained that the principal considered it necessary to create other leaders in the school because he did not want the projects being developed to be entirely dependent on him. Aguilar used his own experience as an example of Plotnikov's style. He said that normally he is very shy and tends not to participate in school activities, but Plotnikov elicited interest from him and began to involve him in school programs or functions outside of his regular duties. Esposito added: "Abraham is remarkable. He is very sensitive and smart. He knows how to identify with people and get the best out of them."

Another teacher, Samuel Lawler, who at Plotnikov's request, has been involved in a variety of school activities said to the site researcher in November 1975: "Abraham is very good at projecting an image. That image gets people to work."

The principal's interest in staff members was even more pronounced during the time when budget cuts throughout the city's school system caused havoc for local staffs. Through negotiations with District officials he vigorously fought to retain some teachers who were in danger of being "excessed" and to find placements in other schools in the District for those who were slated to be transferred.

Occasionally the principal considered a teacher ineffective with the students and supervised that person more closely for a time. A teacher's lack of flexibility and imagination, or lack of respect for the students drew severe criticism from Plotnikov. For such teachers he offered help in the form of suggestions of alternate teaching methods.

Relations with the School Growth Guide Group. Of the small group of teachers considered excellent or "master teachers" by the principal, most were members of the key group who had worked with Plotnikov since their days at Old South Grade School. He made particular demands on them, often encouraging them to assume other positions of responsibility in the school, to write proposals, and frequently to discuss plans for the school with him. During the 1975-76 and 1976-77 school years, many of these key people occupied positions in the School Growth Guide Group, and Plotnikov's relationship with them as an official body rather than an informal association of friends and colleagues revealed another side of the principal's role as a collaborator within the school.

The principal and the members of the SGGG did not consider the official relationship between them to have been clearly defined either by the Foundation Linking Grant or the NIE Grant by the 1975-76 school year. Therefore, Plotnikov and the SGGG members decided to work out an association that was based not only upon their informal relationship with one another, but also upon a viable sharing of authority in the school.

As discussed in Chapter IV, the SGGG undertook the task of re-constituting itself and more clearly defining its role in the school and its relation to the school's authority structure, particularly with the principal. The present section is intended to describe the manner in which Plotnikov related to the SGGG as it attempted to carry out its tasks during the school year.

In a meeting with NIE project officers in December 1975, Plotnikov spoke of the SGGG and the issue of power in the school, and although he suggested that he was dissatisfied with the progress the project participants had made in confronting the issue, he emphasized its importance:

We are trying to change the focus of power because when people are powerless they are employees not professionals. We are trying to get bylaws for the SGGG. That is a difficult thing to do because we have to bring in all constituencies.

Plotnikov often spoke of the need for teachers to be involved in other aspects of school life besides the classroom, including planning and decision making activities such as those of the SGGG.

Plotnikov frequently attended SGGG meetings and often took an active

role in both discussions and decisions which were made. He sometimes played a directive role with the group, raising questions, posing difficulties, making suggestions, and often submitting proposals for discussion by the group. When he made no proposals of his own, other members often submitted ones they claimed were originally suggested to them by Plotnikov. According to a memo from Lewis to the SGGG, the principal had submitted six of the twenty-three proposals for NIE Phase I money by November 19, 1975. The six proposals amounted to \$6,500.00, thirty percent of total figure requested (Lewis, 1975b).

Plotnikov also encouraged the SGGG to fund particular proposals by highlighting the advantages of those which he favored, such as those concerning a nutrition program and the acquisition of gym equipment. He furthermore attempted to coordinate the SGGG's choices of proposals for funding so that specific programs would complement one another.

The principal had also specified twelve guidelines by which he would judge proposals that the SGGG submitted to him for review. The list demanded detailed information from anyone submitting a proposal for which funds were requested (Plotnikov, 1975).

Focus on Students. Plotnikov frequently spoke about the students in the school, both at official meetings of the SGGG or of the entire staff and at informal discussions held with individual teachers. He insisted that the children were the reason for the school's existence and the motivation behind his attempts to improve the school's programs. The documentation, however, did not specifically address the effect which the principal's expressed concern for the students did or did not have on

the school staff or on the programs they developed. Yet, Southend always appeared to be a happy place for students and, given the influence of the principal in other areas of school life, it can be assumed that he is a factor in this as well.

Plotnikov was generally accessible to the students, many of whom were seen stopping by his office throughout the school day. The doors to his office were usually open and it was customary for him to acknowledge the frequent greetings of children as they passed his room. The youngsters were respectful of Plotnikov, and he treated them in kind. In the beginning of the 1975-76 school year, Plotnikov himself acted as assistant principal for one of the subschools because, as he said, he "wanted to be with the children."

Plotnikov was also interested in insuring the respectful treatment of children by the rest of the school staff. In a conversation with the site researcher in October 1975, Plotnikov said that he wanted to remove a particular staff member from one of the subschools, noting: "I don't like [the person]...because he's a racist; he's against the children. He hit children and that's against my philosophy."

Plotnikov also attempted to focus the attention of staff members involved in school planning and decision making on the needs of the students. He mentioned the students specifically when submitting proposals to the SGGG and wanted particular mention of the children in the report of the SGGG Task Force on School Governance to assure their representation on the SGGG.

Plotnikov's concern with the children persisted throughout the

school year and was the motivating force behind several of the new school programs.

A particular project for the children, of which Plotnikov was an active supporter, was the Learning Center component of the Resource Center. A major project of the school during the 1975-76 school year was the Learning Center. Originally an idea of key teacher Maria Chavez it won the enthusiastic support of Plotnikov because it would "provide enrichment" for students after the regular school program ended early, on Wednesday afternoons. For the principal, the project was a way of offering students an academic extra in the face of budget cuts and the shortened school day.

Representative of the School

As the legal head, and representative of the school, the principal was responsible for the school's relationship with the District and with the technical assistance groups. Two aspects of the principal's role in this regard were documented during the project: maintaining resources for the school, and developing a process of sharing the results of the project with the District.

Maintaining Resources. The loss of staff due to budget cuts was a problem for all city schools during the 1975-76 school year. It was, however, a particularly significant problem for a school such as Southend, which depended on its staff to maintain the experimental subschool program.

In addition to the staff reductions caused by excessing, there were those reductions caused by a decline in the number of students registered in the school. School districts in this area, especially,

found this to be a problem as entire blocks had been abandoned by their former residents. Buildings--either deserted or about to be--were burned, and families sought more secure housing elsewhere in the city. The area around Southend was particularly devastated by the crumbling housing and the flight of the residents to other areas. When these factors were added to the general city-wide decrease in the number of school age children, Plotnikov had little hope of filling his school with students for the 1975-76 school year. If the students register dropped, more staff would be "in excess" and would be transferred to other schools. If the decline in students was severe, the school would be in greater danger. "The school is now at fifty percent of capacity," Plotnikov told the site researcher in mid-September. "If it drops below forty percent, it could be subject to closing."

To maintain the numbers of students at Southend and prevent the loss of staff or even the closing of the school, Plotnikov explained that he had initiated a recruitment program. The Southend school orchestra was sent out to the three elementary schools, from which most of their students come, to advertise Southend. In addition, letters were sent to parents of potential students, informing them of programs and facilities at Southend. By early November, the student register was still growing, which made it possible for Plotnikov to retain more staff.

Plotnikov's friends in the District also proved to be of help. In the beginning of the 1975-76 school year, Eva Martinez, the president of the Community School Board, helped to organize groups of parents of the school and so participated in the creation of yet another source of support for the school. While organizing, she began to take an active interest in Southend

Intermediate School and established a bond with the principal. Aware of the problem of declining enrollment, Martinez suggested to Plotnikov that he try to get District approval to add a ninth grade to the intermediate school in order to boost student enrollment and avoid further reduction of staff. She further suggested that other members of the Board could well be in favor of such a plan in order to protect Southend Intermediate School.

Plotnikov pursued Martinez' suggestion during the school year, but by early June 1976, the District had not yet approved the proposal. However, Plotnikov added that the District had made other decisions which greatly benefited Southend Intermediate School:

The zoning problem has been solved to our advantage. We are getting additional children. From P.S. A, we're getting 64 kids; from P.S. C, 108 kids. If we get the 9th grade, we figure on 90 kids more.

Plotnikov pursued the ninth grade plan and before the end of the month, the District announced its formal approval for a bilingual ninth grade program at the school. Barring additional severe reductions in funds or changes in teacher-student ratio policy at the District level the school community was assured of its existence for at least another year.

Sharing With the District. The process of District sharing was a major component of the NIE funded project at Southend. As principal of the school, Plotnikov was an important collaborator with the SGGG and Andrew Black in establishing that process.

Initially the principal and other members of the staff expressed a reluctance to share the development of their new structures and programs with the District. In a time of fiscal crisis they did not want to commit themselves to a course of action that might spread thin the resources of the

NIE Grant. They also considered it important that no office or agency external to the school exercise any control over its programs or funds (as they claim had happened in the past with another grant).

Plotnikov, Black, and the SGGG discussed District sharing often during the 1975-76 school year, especially during their preparation of the proposal for the second phase of the NIE Grant period. Given the principal and SGGG's concern that the District not assume any authority over the grant in the school, Black finally suggested that he take the role of an intermediary between the project collaborators and the District and explore ways in which the knowledge generated by the project could be disseminated.

The Principal as a Central Figure in the Collaboration

Throughout the 1975-76 school year at Southend, Plotnikov spoke often about the students, and the school's responsibility to help them learn. He had an idea of what a good teacher was, an idea which included respect for students, and the ability to help them learn. Furthermore, Plotnikov voiced serious interest in the development of decision making responsibility for the school staff and saw the SGGG as a means of supporting it.

However, these areas of concern had to be played out in a setting that was not always conducive to their development. The political realities of the district and of the school system in general, its hierarchical nature and strict allocation of power and responsibility, the fiscal crisis, and staff reductions were frequent obstacles to the collaborators and their goals.

Plotnikov's political sophistication enabled him to harness the resources of the District and the technical assistance groups to protect the work he and his colleagues had begun at the school, work which was considerably threatened by the crisis of the 1975-76 school year. The crisis did

not dampen Plotnikov's own enthusiasm, which continued to be an inspiration to the key people whose talents, expertise, and energy the principal continually tapped. As Resource Specialists, SGGG members, administrative assistants, or in other non-traditional positions in the school (e.g. Resource Center director, Learning Center director), they remained an important circle of colleagues through whom and with whom the principal managed the new program in the school and the collaboration meant to support it.

Collaborating: An Episode

In mid-October 1975, after the SGGG and the principal had explained to the Consortium the kind of assistance they needed to develop the Learning Center, Black indicated that the Consortium, like the SGGG, did not have the expertise or staff to provide what the school requested. He therefore informed the school that the Consortium would assume responsibility for locating outstanding instructors by subcontracting with a group who would be well qualified to perform the services which the SGGG specified.

Even before the SGGG had made a formal request to Black for assistance in developing the Learning Center, he had begun to consider employing the services of a consulting group called Face-to-Face, Inc. and met with its director, Harold Jones.

According to a newsletter published by the agency, "Face-to-Face acts as a problem solving tool, identifying, mobilizing and managing academic talents to be of specific and creative use to public agencies. Since its inception in 1974, Face-to-Face has performed technical assistance and management services for a variety of agencies, lending its in-house expertise and that of the university community to the resolution of a wide range of problems"

(Face-to-Face, 1976, p. 1). Within a few weeks, Jones met with Black, Plotnikov, and members of the SGGG to discuss the possibility of a subcontract to Face-to-Face for the development of a design for the Learning Center.

An Uncertain Beginning

To construct a work plan that was acceptable to both the school and the Consortium, the Face-to-Face director exchanged a series of letters and memoranda with Black and Plotnikov throughout late October and November 1975. After further discussion with the SGGG and with the site facilitator, Jones proposed a plan which emphasized the role of the SGGG as general coordinator of the Learning Center program and the role of Face-to-Face as a management assistant. In a letter to Black, Grant, Plotnikov, and the SGGG, Jones wrote:

We will see to it that...[the SGGG members'] knowledge and experience will be reflected in the plan which Face-to-Face will create, but will free them from the administrative responsibilities of putting that plan together (Jones, 1975).

Jones later developed a work plan of five stages for the Learning Center project and for the kind of services Face-to-Face would provide for each stage.

Plotnikov and members of the SGGG expressed some reservations about accepting the Face-to-Face proposal, indicating that they considered that costs were high and that the agency was proposing to do more than the school wanted. However, Black explained to the principal and the SGGG that \$3,000.00 remained in the budget for Phase I of the NIE Grant period and that the school and Consortium had either to spend the money before December 31, 1975 (the end of Phase I) or forfeit the funds.

The SGGG decided to use the NIE Phase I money to hire Face-to-Face to fulfill the first stage of their proposed work plan and "begin...planning Phase II in advance of setting up a Learning Center at the school." Face-to-Face agreed to the SGGG's offer and specified a number of services the agency

would perform for the school for a seven week period (November 21, 1975 to January 9, 1976) at a cost of \$3,290.00 (fifty percent of which - \$1,645.00 - was due on the first day of work). Face-to-Face's proposed services included the following:

1. Meet with key constituencies at the school;
2. Provide the SGGG with materials needed to plan the Learning Center;
3. Interview practitioners in specialized curriculum in order to offer the SGGG their advice in setting up the Learning Center.
4. Establish with school staff, criteria for selection of resource consultants;
5. Establish with school staff, the subject matter of courses and the structure and design of each program; and
6. Present to the school a final plan for management of the program by Face-to-Face.

In addition to hiring Face-to-Face for the services noted above, the principal, the SGGG, and Black also proposed to consider retaining the agency for the implementation and management stages of the Learning Center project (following the completion of the planning stage) and mentioned this consideration in the Phase II Proposal which they submitted to NIE in November. The NIE project officer said that he found the idea of a subcontract to Face-to-Face the most problematic aspect of the proposal, and questioned what he considered an inordinate sum for the proposed project (\$16,800) as well as the manner in which the school and Consortium had selected the outside agency.

Plotnikov, Black, and members of the SGGG explained their need for a third party agency to implement and manage the Learning Center after Face-to-Face's completion of the first stage of planning and design. The SGGG members cited a lack of time and energy, and role

confusion between the school and the Consortium as factors which impeded their own planning processes. They further indicated that through the development of the Learning Center courses and management of the program with the help of the subcontracted agency, the school would gain the competence to design and implement similar kinds of activities on its own. To justify the consideration of Face-to-Face alone as the agency to help them, the school and the Consortium claimed that there was simply no comparable group in the area with the extensive network of resources and model of operational planning which Face-to-Face demonstrated.

The School's Dissatisfaction with the Face-to-Face Plan

In accordance with their agreement, Face-to-Face presented the school with a design for the Learning Center following its scheduled completion of what Jones had called the first stage of their work plan. The general response of SGGG members to the design was characterized by criticism. Some teachers called it "nebulous" and claimed that there was nothing in the design which suggested that teachers participating in the program would learn something they could apply in their own classrooms. One teacher said that the courses described in the Face-to-Face design appeared "prepackaged" and "did not meet the specific needs of Southend." Various SGGG members also criticized the manner in which Face-to-Face had carried out its tasks, claiming that they had not sufficiently consulted with members of the school community in order to assess more accurately the needs of the school.

Jones was surprised by the school's generally negative response to his agency's process and design. He claimed that he had sought feedback from the school community through the time he and his associates had been working on the plan but the school members had not been cooperative in completing feedback forms or answering questionnaires.

About a week following the school's formal critique of the Face-to-Face design--two weeks following Face-to-Face's completion of the first stage of their work plan--the SGGG decided not to retain the agency for the implementation and management stages of the project.

A problem arose immediately. Jones claimed that since he had perceived the response of the school community to be generally positive during the first stage of Face-to-Face's work, he and his associates had assumed that the school wanted them to begin successive stages of their work plans for the Learning Center. Face-to-Face, therefore, had begun to perform activities associated with those stages while waiting for official confirmation of their understanding from the school. When the principal informed Jones of the SGGG's decision not to retain Face-to-Face, Jones sent a statement to the Consortium and school for \$3,710 for services rendered during the two and a half week period (following their first stage of work) during which he had assumed Face-to-Face was being retained.

The School and the Consortium Come into Conflict

The dismissal of Face-to-Face and the Agency's bill became a source of conflict between the school and the Consortium. The disagreement quickly surpassed the problem of Face-to-Face and became one

regarding the very foundation of the collaboration between the school and the Consortium.

Initially, Black, Plotnikov, Grant and the SGGG spoke of a problem in communication among themselves. The principal said that he had assumed that Black and Grant had been telling Jones about the negative feelings of the SGGG toward Face-to-Face all along. Black, on the other hand, claimed that the school people had not clearly indicated to him their reservations about the subcontracted agency. Furthermore, SGGG members said that Grant had not been acting in the school's interest during negotiations with Face-to-Face, but rather had been seeking to maintain a relationship between Face-to-Face and the Consortium which had little to do with the school. Grant, on the other hand, said that she had encouraged the school to accept the assistance of Face-to-Face because she had not yet seen the school people taking responsibility for the Learning Center project.

While attending to the matter of Face-to-Face's bill for \$3,710, the conflict between the school and the Consortium became more acute. The SGGG members insisted flatly that the services Face-to-Face claimed to have done after the first stage of its work plan had not been authorized by the school. They claimed that the bill was "ridiculous" and said they owed Face-to-Face nothing. Plotnikov took into account the misunderstanding between the school and Face-to-Face about the time for which the agency had been retained and suggested that Face-to-Face be paid \$840 for its services during the period in question. Black suggested that the agency be paid \$1,540. Following negotiations

with Black and the president of the Consortium, Jones said that Face-to-Face would settle for \$3,200 but would sue the Consortium if the matter was not resolved within a month.

Over the next few weeks, the different amounts became a visible sign of conflict between Plotnikov and the SGGG on the one hand, and the Consortium on the other, testing an already strained relationship. For Plotnikov and the SGGG members, one reason for conflict was their perception that the Consortium was attempting to assume too much control over the school and its resources, in particular, over the NIE Grant money. The Consortium, on the other hand, reserved the right as legal grantee to determine the payment due to Face-to-Face. NIE supported the Consortium's position:

...the Inner City Consortium, as the legal grantee... has sole legal responsibility for the management of the funds provided. We recognize that...the grant document calls for collaborative work with other organizations, but in the event that a dispute arises between [the Consortium] and a collaborating organization as to budget allocation or funds payment, [the Consortium] alone is legally responsible for expenditures, and must therefore reserve for itself the final decision on such matters (Appleyard, 1976).

The principal and the members of the SGGG refused to accept the position of the Consortium. Plotnikov clarified his position in a letter to the president of the Consortium and suggested an alternative approach to both the immediate problem of a settlement with Face-to-Face, and that of avoiding such situations in the future. Regarding the Face-to-Face settlement, Plotnikov wrote:

While I recognize your concern that the Consortium has a direct, legal liability in the Face-to-Face matter, I ask you to recognize that we also have a liability, one that is less tangible, but equally important. This liability is to the children of our school. Whatever monies are paid to Face-to-Face reduces the balance of money in the NIE Grant; this results in a direct loss of services to the staff, parents, and students of our school (Plotnikov, 1976b).

In the light of the liability explained above, Plotnikov suggested that an attorney representing Southend participate in the discussions between Face-to-Face's and the Consortium's general counsels so that "the final decision would be a mutual one."

But the school and the Consortium were not in the position to make a mutual decision. The school people claimed that the NIE money could not be spent without the approval of the SGGG and the principal, and they were not about to approve the \$1,540 payment to Face-to-Face which Black had proposed. The Consortium insisted on its responsibility for discharging the debt to Face-to-Face in spite of the school's position. Black himself wanted to dissolve the collaboration with the school.

Finally, in March, the Consortium sent Face-to-Face a check for \$1,540. The latter agency accepted it as only "partial payment" for its services, but indicated that they would cease all discussion on the matter.

In this way, the association of Southend and the Inner City Consortium with Face-to-Face was terminated. The school and the Consortium, however, were left to repair their severely strained partnership. Over the course of the next few months, Black, Plotnikov, and the members of the SGGG, in meetings and through letters slowly rebuilt a collaboration designed

to enable its participants to draw closer to the objectives they had proposed at the beginning of the grant period. Their renewed association laid the foundation for their work in the third and final year of the project.

Summary

The collaboration which evolved among the people from the school, the Consortium and (for the first year) the University was never a completely settled arrangement.

This condition permitted some flexibility in the roles assumed by participants in the project, especially of the representatives of the technical assistance groups, but also created ambiguity in the functions they performed.

The lack of role clarity was the basis for a considerable amount of tension between the school and the Consortium, displayed particularly in the attempts of the collaborators to define the site facilitator's place in the school and to work out an agreeable settlement with the sub-contracted agency Face-to-Face, Inc.

Those two areas of the collaboration raise two additional critical questions: the acceptability of process consultation in the school and the viability of external agencies working in the school.

The principal was a central figure in the collaboration and was the primary link between the school on the one hand and the District and the technical assistance groups on the other. In that position he initiated and

coordinated project activities within the school community and obtained (and maintained) the resources he and the other active planners in the school considered necessary for those activities. The technical assistance groups facilitated the acquisition of some of the resources identified by the planners in the school community by putting their own personnel at the disposal of the school and by linking the school to additional talent, material and funds.

CHAPTER VI: SOME CONCLUSIONS

- A. The School's Mechanism for Planning and Change
- B. The Technical Assistance Group

SOME CONCLUSIONS

The purpose of this chapter is to present what the information on the Southend Inner City Consortium Project suggests about the manner in which the school community carried out its renewal efforts. Since most of the data I was given to study concerns the school and the staff, the focus of this chapter is on the school community. The technical assistance groups involved in the Project and the local school district are considered only in their relation to the school and its renewal effort.

There are two major points to this discussion: (1) that the school community had developed its own formal and informal mechanisms for planning and change; and (2) that the technical assistance groups provided support and resources which the school staff deemed satisfactory only when a technical assistance group put itself at the disposal of the school and connected with what the school planners wanted to accomplish.

The School's Mechanism for Planning and Change

Many and various members of the school community were involved in the activities that formed the school's renewal process: the principal, administrative staff, members of the School Growth Guide Group, and a key group of particularly energetic staff. The mechanisms for renewal in the school resided primarily in the arrangements and interactions among these people and groups. For the purposes of this discussion, I have distinguished two kinds of arrangements and interactions which occurred among the school planners: formal and informal.

By formal arrangements and interactions, I mean those that depended primarily on the formal or officially designated role and function of one or more of the people involved. Included are that of teachers with the principal in his role as principal and that of the principal with the School Growth Guide Group. The first example is observed when the principal, assuming his responsibility for the school to the district, appoints a teacher to a particular position or when a teacher makes a formal request to the principal which he can grant or deny because he is principal. The second example is shown by the development of a constitution for the SGGG which outlined a mutually agreed upon relationship between the principal and the Group in the decision making structure of the school.

By informal interactions and arrangements, I mean those that depended primarily on long-standing association, friendship, respect or the lack of it, influence, or personal preference. Evidence of such exchanges is seen in the close-working relationships among some staff members, the influence that an experienced or "master" teacher has over other teachers, or the principal seeking advice from a friend on the staff.

The formal and informal arrangements among the school community members naturally overlap and often are indistinguishable. At times, the different kinds of relationships support one another, as is the case when a friendship between a teacher and the person who is the principal, bolsters the professional (or formal) relationship between them.

The information about the Southend I.S. community indicates not only that both informal and formal arrangements existed among the members of that community, but also that the school's renewal efforts rested upon

the planning and decision making processes generated by interactions among staff (and parents and students) in the context of both those kinds of arrangements.

Informal Arrangements

Although the NIE funded project was concerned with problem solving activities based upon formal arrangements among people in the school, (e.g., the relationships between the Resource Center and the staff, between the principal and the School Growth Guide Group), the school's renewal efforts had been generated by the informal arrangements which existed among the group of key staff, most of whom had worked together at Old South Grade School.

While working at that school, the members of this group were drawn together in part by a shared reaction to the conditions of the school. They claimed that the principal was ineffective, the educational program was unsatisfactory, and that too few students were learning. This shared reaction eventually led to a move by members of the group to band together and offer support to one another. For some, this meant working together as a team in one department to create an educational program which they claimed was the best that Old South had. This shared response to a problem upon which all the members of the key group had agreed became their first major concerted effort for renewal.

The group members' collaborative work and their common efforts to create a more satisfactory professional life for themselves and a more effective educational program for their students prompted them to seize

upon the opening of Southend I.S. as another opportunity to further those objectives. Throughout the year before Southend opened, the key people and others of Old South who supported their efforts, met on their own time to create a plan for their work in the new school.

The product of the group's many meetings and informal discussions was the Fourth Floor Subschool at Southend a subschool within the larger building, officially under the jurisdiction of the principal (the same person who had been principal at Old South) but operationally self-contained and independent. Most of the key group staffed the Fourth Floor Subschool and split into three teams, each of four or five teachers. Their supervisor was another member of the key group who had been head of the department at Old South to which most of the group had belonged and who had coordinated the group's renewal activities at that school.

During the first two years of Southend's existence, most of the key group worked together as the staff of the Fourth Floor Subschool, developing curricula, experimenting with scheduling, and sharing the planning and decision making activities demanded by their venture. Members of the group had said that their experiences during these two years bound them together. They developed a common approach to confronting problems and spent a considerable amount of time at lunch, after school, and occasionally on weekends in attempting to solve them. The group's members also derived a great deal of satisfaction from their ability to work as professionals in an environment smaller than the total school, upon which they felt they could have a deep and lasting effect.

The group's focus on the Fourth Floor Subschool furthermore isolated its members from the rest of the Southend staff. Their original intention to avoid interference from the principal and his assistants prompted the Fourth Floor teachers and supervisor to concern themselves almost exclusively with their subschool. Their apparent success in developing new curricula and program arrangements drew praise from others on the Southend staff but also some envy and charges of elitism. The distance that then developed between the Fourth Floor Group and the rest of the Southend staff reinforced the cohesiveness among members of the Group.

When the Local School Board appointed the then supervisor of the Fourth Floor Subschool as principal of Southend in the fall of 1973, the members of the Fourth Floor Group understood the move as a recognition of their successful renewal work and a sign of encouragement to continue on a larger scale--by undertaking the complete renewal of all of Southend. The Fourth Floor staff now assumed the role of planners of the restructuring process which the total Southend I.S. community undertook during the new principal's first year in office.

The common approach to planning and decision making that the members of the key group had developed over the preceding four to five years facilitated the planning process of the restructuring project. In addition, the staff drew upon the resources of the Central University through the Foundation Linking Grant Program to support their efforts. Though meetings among staff, and courses with Central University instructors were an obvious and important part of the planning process, the key group remained

the leaders of the project, and it was largely through their efforts that the appropriate courses were planned, that discussions were held when needed, that decisions about the project were made.

Sometimes the plans and proposals developed by members of the key group were brought to the attention of the rest of the school community. Most often, the group eventually brought their discussions to the SGGG (at a regular meeting) and thereby included a few more people in deliberation and decision making, especially with matters pertaining to the NIE Grant.

While still a member of the key group, the new principal assumed a very different position from those of the other members. For the first time in their common history, his primary staff responsibility was not to the group (as it was when he was their department chairman and sub-school supervisor) but to the entire school faculty.

Other members of the key group also assumed official positions in the school after the new principal was appointed. As administrative assistants, assistant principals, deans, resource specialists, members of the SGGG, and directors of the Resource and Learning Centers, they added a network of formal arrangements among the faculty to their informal relationships. Nevertheless, the latter continued to be the basis for much of the planning, assessing, and decision making activities in the school. Unlike other groups in the school, the key group had already experienced the slow process of becoming acquainted, learning to respect differences, reaching mutual understandings, sharing a common language.

This permitted the key group, in ways not always observable to others in the school community, to identify problems, make decisions and generate plans which made sense to them. In discussions in a corridor, over lunch or in the principal's office before an SGGG meeting, the key people had established patterns of problem solving in which those outside the group seldom participated.

Formal Arrangements

By the time Southend began its first academic year with the NIE Grant (in September 1974), most plans for the school's transformation to a mini-school complex had been completed, the new principal had been in office for almost a full school year, and a few of the school's most active planners, the key people, had been appointed to important official positions in the school as described above. Planning and renewal occurred through the arrangements and interactions among the people occupying official positions, the three major components of which were: (1) the meetings of the School Growth Guide Group; (2) the central role of the principal; and (3) the activities associated with the development of the Resource Center complex.

School Growth Guide Group. Many members of the School Growth Guide Group were key people in the school and the decision making processes that the team generated partly depended on the informal arrangements in which those people participated. As the SGGG, however, they developed other patterns of problem solving which were essential to the school's renewal effort. Many factors, no doubt, contributed to the development of such patterns. The data highlights the following: commitment of a core group of staff,

independence from the district office, specific goals, and administrative support.

The commitment of SGGG members was particularly noteworthy during the 1973-74 school year and the two years immediately following the awarding of the NIE Grant (1974-75, 1975-76). During that time, the SGGG became very active in creating staff development courses through the Foundation Linking Grant Program, planning and implementing subschool arrangement, and clarifying its own role within the governance structure of the school.

The SGGG achieved a degree of independence from the district during the 1973-74 school year after the power of the district-centered School Neighborhood Committee had begun to wane. At that time, the new Southend principal was appointed and he offered the SGGG support and direction. In addition, the resources of the Foundation Linking Grant Program, for which the SGGG had been established, were then being directed by the principal and the school staff to their efforts of restructuring the school. This served to focus the attention of the SGGG, as monitors of the Foundation Linking Grant, on problems specific to Southend. The NIE Grant monies, which were not administered through the district or central board but by the local technical assistance group (the Inner City Consortium), further reinforced the SGGG's independence.

For certain periods the SGGG developed and pursued specific goals for the Group itself and for the whole school. During these periods the Group appeared more than usually active. The primary goal which the SGGG had been involved in setting for the school, was the design and implementation of the subschool complex. As that organization took

shape, the Group strove to support it by setting goals for the Resource Center complex and for its own role in the school. Partly as a result of the SGGG's planning, the Resource Center began to develop and the SGGG itself was reconstituted and given a more clearly defined role (as Board of Directors of the Center). This enabled the SGGG to clarify its goals in terms of the Resource Center, plan activities specifically designed for staff development, and direct the resources of the Foundation Linking Grant and NIE Grants to that end. Furthermore, the Group acted as a group consultant and monitor to individual teachers who attempted to design new curricula and programs, thereby tapping a wider range of talent within the school and coordinating staff members' own problem solving efforts.

Administrative support for the School Growth Guide Group seems to have been an important component of the group's planning and coordinating activities. The Group's efforts were boosted by the appointment of the principal in 1973, who not only encouraged the group, but actively participated in its decision making processes. Though the relationship between the SGGG and the principal was not always an easy one, the latter's open and active support helped to legitimize the Group's position in the school and to give its members more than a mere illusion of decision making responsibility.

The Central Role of the Principal. The principal's participation in the activities of the School Growth Guide Group was a manifestation of the central role he exercised in the school's formal patterns of planning and

and renewal. In that role, the principal was both an initiator and coordinator of activities contributing to renewal, or to the maintenance of previously instituted changes.

As initiator, the principal projected what some members of the school community described as an "image which gets people to work". His own commitment, energy and enthusiasm for the school and its students were infectious. He made substantial contributions to the development of a vision for the school, suggesting program or curriculum changes and innovations, and the personnel to effect them. Furthermore, he identified and tapped talent, in particular staff members, and placed people in nontraditional school roles in order to capitalize on that talent, thus encouraging both individual staff development and general programmatic improvement.

As coordinator, the principal managed the school's relationships with the office of the district superintendent, the community school board, and the technical assistance groups in an effort to maintain the human and financial resources necessary for the school's programs. He also cultivated a relationship with parents which encouraged staff members' attention to parents' educational needs and parent support in the district for the school's renewal efforts. The principal, furthermore, coordinated the development of related programs within the school in order to maximize the skills of his staff, the use of financial resources, and the projected benefits for students. Finally, in his coordinating activity, the principal spoke consistently of children and their needs as the focus

of all the school's renewal efforts. Such rhetoric provided a source of motivation for those staff members involved in the renewal activities and bound those activities together with a common cause.

The Resource Center. The Resource Center was an important component of the school's formal mechanisms for planning and change. It provided space for the SGGG, subschool teams, or other groups of teachers to meet and supported planning efforts by providing equipment, materials, workshops and consultants. By offering such support, the Center became a focal point for various renewal projects, and helped the school staff to coordinate the efforts of those actively involved in planning and development activities.

The Resource Center complex also served as a sign to the members of the school community, and to those outside the school, of the accomplishments of the school's renewal project. School staff always showed visitors the Center complex with obvious pride. The facilities and programs of the Center allowed staff members to project a very positive image of their school.

In addition to these functions as support structure, coordinator, and image-projector, the Resource Center also became a link between the school and the local school district, and between the school and the technical assistance groups, all of which helped to support the renewal activities at Southend. With the district, for example, the Center was a channel for sharing the results of the school's experiment with other district teachers, parents and administrators.

For the school's relationship with the technical assistance groups, the Center became the point at which Southend and the TAGs could collaborate most successfully. Both agreed that the Resource Center represented the institutionalization of and support for the school's demonstrated capacity for planning and change.

The Technical Assistance Groups

The activities and arrangements for planning and change in which the school community participated received some support from the two technical assistance groups which had been designated collaborators in the NIE project. Both the Central University and the Inner City Consortium offered resources to Southend. However, the members of the school community found useful only those resources which supported the goals and activities which they had previously determined. In the eyes of the school community, the TAGs were successful at the school when TAG staff put their resources at the disposal of the school planners and addressed needs articulated by them.

Central University

The school planners expressed satisfaction with the help Central University offered under the Foundation Linking Grant when the school community was planning to restructure Southend into a mini-school complex. Through discussions with the University staff, the SGGG had arranged for courses and the professors to teach them. The courses, according to the University and school personnel, contributed to the development of staff

skills necessary for the planning, design and implementation of the new school structure. Through similar arrangements, some staff of the University acted as consultants to the school during the early stages of the development of the Resource Center. However, when the SGGG began to plan the Learning Center component of the Resource Center, some of its members and the principal expressed the feeling that they had exhausted the resources of Central University and decided to eliminate that institution from the NIE funded collaboration. Although the link between Southend and Central University proved to be helpful to the school for almost three years, especially in assisting the development of skills necessary to planning and implementing the subschool complex and the Resource Center proper, further renewal efforts prompted the school staff (in particular, the principal and the SGGG) to look for help from other sources.

The Inner City Consortium

Members of the school community indicated that the Inner City Consortium also contributed to their renewal work by linking them to useful resources and providing management support. At the school, the most frequently discussed resource which the Inner City Consortium helped to bring to Southend was the NIE Grant. That money enabled the school people to engage in certain renewal activities to support the new school structure that would otherwise have been impossible (e.g., the hiring of many consultants, the extensive purchase of equipment, the creation of new staff positions). In addition to the NIE money itself, members of the

School Growth Guide Group and the principal clearly acknowledged the Consortium's role as budget manager for the project and expressed appreciation for the ease with which the school was able to transact financial business (e.g., the hiring of new personnel and the purchase of new equipment), especially when such transactions were compared to the more complicated bureaucratic procedures encountered with the local school district office and the central Board of Education.

Staff members of the school also acknowledged the link to consultants, advisors, and helpers which the Consortium provided both from the latter's own staff and from other agencies. However, the episode of the Face-to-Face subcontract demonstrated that the school staff would not retain outside assistance if they judged such help to be too expensive or too directive in its relations with the school.

The stance taken by the personnel which the school community found most helpful was that of a supportive but non-directive agent. Technical assistance group personnel demonstrated such a role in some school planning activities, staff development, clerical assistance to the SGGG, and management consultation to the principal and assistant principal.

Impediments to Collaboration

Collaboration between the school and the technical assistance groups was impeded when the school people perceived that the TAG deviated from its role as a supportive, nondirective agent. Three examples of such impediments were discussed by people from the school: (1) imposition by the TAG; (2) exploitation by the TAG; and (3) general vagueness of roles and functions of the collaborators.

The members of the SGGG viewed the Inner City Consortium site facilitator's role with that group as an imposition. Some accused the new facilitator of being domineering, of trying to have the SGGG adopt processes of planning which its members claimed it did not need.

The same SGGG members also charged the Inner City Consortium with exploiting their school for its own purposes. They claimed that the TAG had written a guide for developing constituency-based planning teams for schools that was directly modeled on the Southend School Growth Guide Group. "We did the work," said one SGGG member, "and the Inner City Consortium took the credit for it." From the start of the proposed collaboration, the roles of the parties involved were never sufficiently defined in relation to one another. The TAGs' strategies in the school were left unspecified, and the functions of the various collaborators and the procedures for their dealing with one another were vague. This lack of clarity among the project participants: (1) impeded refinement of the TAGs' strategies in the school and communication of those strategies to the school community; (2) impeded the development of trust between the TAGs and the school; and (3) prevented the TAGs from dealing with the school's informal network as well as with its formal arrangements of personnel.

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APPENDICES

Certain documents in the appendices have been retyped for reproduction and to maintain confidentiality.

APPENDIX A: Methodology

- A. Documentation**
- B. Preparation and Writing
of the Case Study**
- C. Influential Conditions**

The brief discussion which follows sets out the methodology of the case study for the Southend Intermediate School/New York Inner City Consortium Project.

The writer joined the research group at the end of the second year of the funded project (the first year of documentation). At that time, with the assistance of the site researcher, he began to study and organize the data on which this study is based. In the following discussion the documentation process and the process of preparing the case study are explained separately. The third section highlights the other particular conditions which influenced the development of the study.

Documentation of the Southend Intermediate School/Inner City Consortium Project

Documentation of the NIE funded project began during the second year of the NIE grant period (September 1975) with the introduction of the site researcher to the school and to the technical assistance group. For the following school year and a half the site researcher spent an average of two to three days a week in the field (at the school or at the offices of the technical assistance group), collecting data on the development of the project. During this period she worked under the direction of the first of three research coordinators successively appointed by the research group to coordinate the documentation of the activities of this project.*

The site researcher recorded much of what she observed in the field (and subsequently discussed with her research coordinator) on Field Data

*For a more complete description of the roles of the research group or documentation team, research coordinator, site researcher, see S. Wilson (1977).

Forms designed for that use by the research group and placed on file in the offices of the researchers.

Preparation and Writing of the Case Study

Near the end of the first school year of documentation activities, the writer was hired by the research group to be an assistant to the first research coordinator associated with the Southend/Inner City Consortium. At that time the site researcher had the primary responsibility for the production of the study. After a few months (fall 1976) the writer was assigned to work with the site researcher in organizing her data in preparation for the writing of the case study.

To this end the writer studied the data recorded on Field Data Forms, discussed unrecorded data with the site researcher, visited the site a few times with the site researcher, and with her collaboration composed an outline of the first draft of the study which emphasized the areas of data which the site researcher, research coordinator, and director of the research group considered to be of primary importance to the study. The site researcher in the meantime, continued to observe activities at the project site during its third and final year of funding on the average of once a week.

Shortly thereafter the writer was asked by the research coordinator to compose various sections of the first draft of the study. At this time, however, the site researcher retained responsibility for its content and completion.

In January 1977 the research coordinator assumed another role in the project and a second research coordinator was hired by the research group. During the seven months in which the second research coordinator worked on the project, he and the director of the research group, assigned to the writer complete responsibility for completing the case study, and assigned to the site researcher the task of continuing to observe project activities, and of providing the writer with data relevant to the case study. Since the site researcher--not the writer--was the research group's link to the project site, the writer depended on her for initial selection and interpretation of data.

The writer, together with the site researcher and the second research coordinator, discussed portions of the first draft with the principal of the school and five other school staff members for two days during the summer of 1977. On two other occasions the writer met briefly with the principal investigator of the project who had been the major actor from the technical assistance group involved in the project (the Consortium). All of the project participants who read either parts or all of the first draft of the case study expressed displeasure. The people from the school said that the data presented in the draft emphasized too many of the negative aspects of the project and of the school people involved in it. The principal investigator said that the data failed to capture the fullness of the manner in which the collaborative arrangement^{*} actually evolved.

As the writer completed the first draft and began to prepare its revision, the second research coordinator left the project and a third was hired. A primary responsibility of the third research coordinator

* See Chapter V.

was to provide direction to this writer (and to writers of other studies undertaken by the research group) during the production of a revised draft of the case study. The site researcher did not work on the revised draft. *

Influential Conditions

That the writer and the site researcher associated with this study were two different people naturally had a significant effect upon its composition. The writer had no control over the collection of data used in the study; the site researcher could influence but not direct the writing, especially during the period of revising the first draft. In addition to this situation other conditions which affected the collection of data, its selection for use in the study, and the writing of the first and second drafts were relations between the research group and the principal and staff of the school, and the change in research coordinators.

The relationship between the research group and the people at the school was often a tenuous one. The principal and others on his staff claimed that the research group did not adequately explain to the school community the methodology of the research. In a number of meetings, phone calls, and letters exchanged during the first year of documentation, the principal pressed the research group for clarification which he claims he never received.

On the other hand, the members of the research group (particularly its director, the first research coordinator for this project, and the site researcher) said that the clarification requested by the principal and

*In addition to the guidance provided by the third research coordinator, another person not associated with the project was commissioned to review the first draft of the study and offer suggestions for revision.

some of his staff was given before documentation began and at other times during the first year of research, in response to specific questions which he raised.

In addition, the members of the research group complained that the site researcher was being denied access to certain key events in the school and that certain school staff members refused to talk with her. The principal and some of his staff, however, claimed that events pertaining to the NIE funded project were accessible to the site researcher but that other meetings or conversations pertaining to delicate personnel matters in the school had no bearing on the project and were therefore of no interest to the site researcher. School staff members noted further the budget cuts and staff excessing in the school left the remaining staff with little extra time or energy to talk at length with the site researcher or others from the research group.

The succession of research coordinators presented both advantages and disadvantages to the writer. On one hand, their varying viewpoints and interests in the documentation and the case study provided the writer with different perspectives with which to view the data and so challenged him to sharpen his own perspective when analyzing the data. On the other hand, the succession of coordinators left the writer with conflicting standards for the study and inconsistent direction in his writing of the first draft.

APPENDIX B: Resource Specialist - Job Description
and Qualifications

Job Description

1. To help teachers plan lessons and other class activities.
2. To make informal observations of teachers in their area for the purpose of increasing the person's competence as a teacher, and to meet with teachers in pre-and post-observation conferences.
3. To meet with subschool leaders to determine which teachers can most benefit from their expertise.
4. To realize that the position is that of a teacher trainer and not a rating officer.
5. To chair subject area school-wide conferences and to administer the department.
6. To take charge of books and supplies in the specific subject area. To help teachers and subschool leaders in the evaluation of specific materials. To keep files and samples of texts and other materials available in the field.
7. To report to the subschool leader and principal on the progress of subject teachers in the specific area.
8. To be able to train teachers in the methods and techniques of incorporating reading in a subject area.
9. To organize inter-visitations and demonstration lessons.
10. To help teachers develop, write, and evaluate curricula and other classroom materials.
11. To give demonstration lessons.

Qualifications

1. License and academic background in area of position sought.
2. Proven ability as a master teacher in the subject area of position sought.
3. Ability to demonstrate a variety of teaching skills and techniques.
4. Proven ability to work with teachers and supervisors.
5. Ability to assume the responsibility for ordering, storing, distributing and keeping records of instructional materials.
6. Ability to prepare reports and meet deadlines.

7. Experience and training in incorporating reading into subject area.
8. Proven ability to train teachers in the area of position being sought.
9. Knowledge of curricula and materials available in area of position sought.

Southend Information Bulletin No. 32, May 3, 1974, Documents C50374A.

APPENDIX C: Proposal for Research Project - Inner
City Consortium-Central University
School Renewal Partnership - Replication
Mechanism for Mini-School Complex

(Suggested Format for Cover Sheet)

FOR NIE USE

No. _____

PROPOSAL FOR RESEARCH PROJECT

submitted to

RESEARCH PROGRAM ON ORGANIZATIONAL
STRATEGIES FOR SCHOOL IMPROVEMENTNATIONAL INSTITUTE OF EDUCATION
NIE-PA-74-01

Title of Project: ICC-CU School Renewal Partnership: Replication
Mechanism for Mini-School Complex

Endorsements:	Principal Investigator	Fiscal Officer	Transmitter (Authorized Rep.)
Name :	Andrew Black	Gerald Williams	Raymond McGraw
Signature :	_____	_____	_____
Address :	_____	_____	_____
Title :	_____	Controller	Educ. Prog. Manager
Phone No. :	_____	_____	_____

Name of school(s) and city in which proposed project will be located:

Southend Intermediate School, District x, New York City

Congressional district of proposed project:

21st Congressional District

Grantee type:	University _____	State Department of Education _____
	School system _____	Profit organization _____
	Non-profit organization <u>XX</u>	Other _____

Estimated Budget (Federal funds): \$228,500

Proposed Duration (Months): 36 Starting date: July 1, 1974

Phase I 183,685

II

III

See also - Scope of Work

Proposal Abstract

In conjunction with the larger effort of the New York Inner City Consortium and the NYC Board of Education Division of Planning and Support to develop a renewal process and mechanism for the development of an efficient, manageable means by which to develop and extend mini-schools (subschoools) and mini-school complexes in NYC, this proposal calls for the special development of Southend I.S. into the pilot process model school of the effort. As such Southend I.S. would become the school in which the attempt to

quantify and order (as much as possible) all elements and stages of the process so that it becomes a clearly defined process which can be consistently and economically applied to schools in similar situations

would be focused.

Southend, after extensive internal analysis and planning has determined by unanimous faculty vote to convert the total school to a series of subschool units beginning in the academic year 1974-75.

Because Central University - Division of Education has, to this point, acted as the outside facilitator in Southend's renewal effort (as part of the Foundation Linking grant) and because New York Inner City Consortium has been invited to become an operational partner in the implementation on the subschool plan (based on ICC's extensive experience in alternative-mini-school development and specifically development and implementation of a mini or subschool complex) a set of very positive and unique conditions now exist which allow for not only the extensive development of the Southend renewal effort but also, and for this proposal more importantly, the careful planned development of specific elements of the renewal process.

To facilitate development of this renewal process ICC in partnership with CU and Southend (District X) propose to augment their work together by undertaking three major tasks:

- 1) Analysis and clarification of the process of creating an inschool teacher center to both nurture school staff and provide a means of generating positive status around specific staff development experimentation within the larger school experiment;
- 2) Development of the basic structure and phasing implementation of the preplanning training approach: the Design Summary;
- 3) Development of a strategy format with the District offices which enables project outcomes to be usefully applied to other schools in the district.

Some Background on the New York Inner City Consortium Education Program

Since it began in 1968, the New York Inner City Consortium (ICC) has been heavily committed to and involved in the broad area of educational renewal and reform. From its earliest days when its programmatic work was focused on alternate schools created and operating outside the boundaries of the public education system to the present when all efforts are, by policy mandate, integrally tied into and planned with the public system, ICC has been committed to one primary objective:

based upon our fundamental belief that it is entirely possible to create an exciting and 'human' school situation with kids who have been turned off, pushed out, dropped off, worn down, strung out...everything we do is part of an attempt to design and package alternative ways to create legitimate excitement and interest in the school environment - for both staff and students.

Once we determined that the impact-possibility of projects conceived of and operating outside the public system was unfortunately minimal - because they did not affect policy, resource allocation or power relationships;

because they were small, hard to fund or perceived as esoteric - and decided to become an entirely insystem support mechanism, we adopted the following operational objective:

to develop a working model and process which treated the school as a social system and fostered the renewal of that system in a comprehensive, planned, systematic way so that the 'new' institution had the capacity to support the emergence of creative learning communities within its large structure and to nurture the uniqueness of these communities and the individuality of their staffs and students.

Our programmatic work toward this objective has been the development of the mini-school unit (or subschool or module):

the small (150+ students), self contained (its own physical location) or semiautonomous (a portion of the space and resources of a larger plant) school which, as an integrated teaching-learning community, develops its own learning environment to meet its own goals and objectives.

We have developed mini-schools as single units - located both within and outside of parent schools and we have been a full partner in the development of the only (to our knowledge) fully operational mini-school complex in the country: Hooper High School, NYC. (A mini-school complex is an interlocking group of individual mini-schools housed in the same facility and sharing the same resource pool.) And in so doing we have struggled with the infinite variety of problems and questions/confusions which always attach to the development of renewal efforts. Specifically here, we have worked on

- management and organization development of small education units and complex institutional structures;
- the internal planning necessary to sustain a small learning environment and the complex planning needs to support an educational conglomerate;

- the specific curricular and group problems and processes which exist within the small learning communities and the overall structures which can support the development of creative responses to the curricular opportunities in an integrated system of mini-school units;
- the development of means by which outside and private sector resources can be brought to bear on specific internal school problems - ranging from management systems to specific curricular support to complete redesign of learning environments;
- the problems of disseminating information about successes and failures, including basic information publication, process evaluations - of both attitude and so called hard data - and the general problems of packaging information so that it can be used by a complex consumer, e.g. developing cost/effective analyses of the model for long range planning within the Board of Education.

Since 1971 we have focused the bulk of our operational efforts on the development, implementation and fine tuning of the large mini-school complex Hooper High School. When we made this commitment, we realized that if this alternative model was successful we would then be in a situation which both allowed and demanded the extension of its approach and components into other schools. Therefore, from the beginning of our work on the mini-school complex, we have been thinking about and planning for the development of some sort of vehicle which will enable the restructuring process, which in prototype has emerged in the Hooper experiment, to be more efficiently and expeditiously applied to new situations. We have viewed this next step as the crucial test of the validity of the process/model: if it can't be easily and usefully extended (with modifications and adjustments), we have a limited tool; but if it can, then we have a means of developing a truly functional alternative to traditional school process, organization and operation.

Consequently, when in the summer of 1973 we determined that Hooper was in a basically sound and positive situation and that the momentum for development was firmly established - through the formal institutionalization of key new elements in the organization (e.g. Management Development Office, Planning Group, Professional Services Center) and the positive staff and student attitudes reported in the outside evaluation (see Hare and Hare evaluation of Hooper 1973), we began serious operational planning for the development of a supportive renewal process mechanism which could be made available to schools seeking to implement structures which employed the mini or sub school as a basic building block.

The next sections of this document describe the renewal mechanism which has emerged, the manner by which it is linked into Board of Education planning and program implementation and the specific internal operations and procedures which define and describe its relationship to specific schools.

General Description of the Renewal Mechanism Which Has Emerged

Based on the experience of its five year partnership with the NYC Board of Education - which has been focused generally on the problems of developing and supporting mini-school-alternative learning situations and specifically on the development of two single unit mini-schools - Ujama Prep (affiliated with Harriet Tubman and Hooper High Schools) and Marsh Prep (affiliated with James Marsh High School) and the large mini-school complex Hooper High School - the Inner City Consortium now in partnership with the Division of Educational Planning and Support of the NYC Board of Education has established a School Renewal Process which assists other

schools in-transition in the designing and implementing of processes and plans whereby the school is restructured - either in part or whole - along alternate-mini-school lines.

This School Renewal Process, by providing supportive services and training for the staffs in the transitional schools, responds to several current and major need areas in the New York City schools. Three of these most important needs are 1) the creation of a mechanism which offers general supportive help to the alternate-mini-schools; 2) the development of inservice training for alternate-mini-school teachers and administrators which addresses itself directly to the operational problems inherent in developing and managing alternate-mini-school environment and 3) the development of a means whereby various groups concerned with education (the Board of Education, the National Teachers Union, universities, corporations, various community organizations and the Inner City Consortium) can combine and coordinate their resources to provide more effective and efficient contributions to the process of educational innovation.

This School Renewal Process has been created around three broad programmatic categories which also define the major problem areas in alternate-mini-school support. These categories also describe the broad objectives areas of the program. The categories are listed here, followed by a broad descriptive outline of the major problem areas which must be programmatically addressed in order to meet the objectives.

I Organization and Management of Alternate-Mini-Schools

Assistance to Principals and Administrative Staff in:

- A. Development of new planning, decision making and personnel management skills;

- B. Designing and implementing improved school structure, staff and line functions, reporting systems;
- C. Obtaining and utilizing outside resources;
- D. Development of improved systems for the collection, maintenance and dissemination of important data.

II Educational Innovation in Alternate-Mini-Schools

Assistance to Teachers in:

- A. Development of new curriculum - content;
- B. Obtaining and utilizing new resources;
- C. Development of new methodologies (e.g., team teaching, use of video equipment);
- D. Designing new learning environments.

III Motivation for the Maintenance and Evaluation of Alternate Mini-Schools

Assistance to all school staff in:

- A. Developing and maintaining motivation for change;
- B. Understanding the change process, problems and strategies;
- C. Developing interpersonal skills to facilitate communication and maintain morale;
- D. Developing leadership skills;
- E. Developing techniques to evaluate programs and implement changes on the basis of feedback obtained.

The articulation of these categories/objectives has been done within a philosophical framework which posits several assumptions concerning the success of alternate education. First, that no important or long range success can be achieved without making changes in all aspects of a school. This is the systemic premise: schools are social systems - systems of integrated activities and significant change requires coordinated modifications at all levels of the school's structure. Operationally, this system approach requires that students, teachers, administrators, parents and paraprofessionals coordinate their work in developing innovative programs. Second, there exists no one best curriculum or curriculum model for alternate

schools. Proper restructuring of a school will allow students and staff to design and implement an educational program which meets their own particular priorities. Third, effective restructuring and curriculum development is best accomplished when supported by the broadest range of resources in the form of continual inservice training and evaluation, professional expertise and new materials.

Specific Description of Organization and Processes of the Renewal Mechanism

The renewal process is predicated upon the development of a mutual and longterm commitment to a set of clearly stated objectives and tasks which describe not only the intended outcomes of the work to be done in, through and with the school but also the specifics of the relational process which the Consortium and the school define as the means of their working together. Nothing is more important to the success of the overall effort than the emergence of these objectives and tasks. And, in many senses, the single most difficult step in the whole renewal process is this defining of the hoped for outcomes - the terminal objectives and processes.

In order to insure that the requirements for renewal implicit in this first stage are fully met a precise process has been developed which structures the engagement activities and allows them to either culminate in an operational program or surface the fact that the needed objectives are not forthcoming and a formal engagement is not feasible. The process which describes this engagement period has also been extended to describe the full period of relationship between the school and the Consortium and the various internal connections with the parent organizations of the school (the District Offices, the central Board of Education, specific Bureaus of

of the central board) which must be made to give the project maximum possibility for success. This process is set forth here in the Flow Chart: ICC/ Training Center - School Involvement. As the chart depicts, the engagement process is basically a four-stage process: Consultation, PreOperations, Inservice and Follow-up, which in full implementation takes about two years to complete.

The first stage is Consultation. (Depicted on the chart by "I".) It is a mutual discussion-probing situation for both the school and the Consortium. It culminates in a formal request by the school to the Consortium for technical and resource assistance to meet a set of stated renewal/restructuring objectives. It is important to note here that the request can not come unilaterally from the school but must be cleared through and supported by the school's immediate parent/supervisory organization. The formal request which comes to the Consortium is simultaneously the school's statement of its goals and objectives for itself in its renewal. Thus agreement by the parent/supervisory agency with the school statement is simultaneously commitment to the broad renewal objectives and to the concept of partnership with the Consortium during the operational period needed to reach them.

The second stage is PreOperations. (Depicted on the chart by "II".) It is the period during which the broad objectives are clearly defined and a precise operational plan - with stages, phases and time frames - is developed. There are several purposes to this stage. The most important is to surface for the school community the complexity of the process they are planning to undertake and to create as precisely as possible a map of that

process so that the implications of decisions are understood and the needed resources and supports are defined as clearly as possible.

This period is also a period of negotiation in which the Consortium and the school reach an agreement about resource allocation time, decision process, etc. The second stage culminates in the development and acceptance of an Agreement between the school (and its parent/supervisory agency) and the Consortium. And this Agreement as precisely as possible defines and describes the operational plan which will be the basis of project implementation.

The third stage is InService. (Depicted on the chart by "III".) During this phase the major elements of the renewal/restructuring process are implemented - the operational plan is put into effect. The flowchart depicts two phases of this stage: 1) a preoperational training period which is designed to be training prior to actual implementation and is established to insure maximum understanding of objectives, roles and responsibilities, project phases and interfaces, management structure and evaluation procedures by all participants prior to the implementation attempt and 2) an inservice period which is the continued longterm support (both personnel training and resource allocation) as applied throughout the entire first year of operations. (Details of this stage will be discussed later as they apply to the specific requests of this proposal.)

The fourth stage is FollowUp. (Depicted on the chart by "IV".) It is a stage with a dual focus: 1) gradual and complete transfer of all competencies to the school staff so that the operational process is not dependent on outside knowledge or resources and 2) development of the final

report and evaluation so that the project process can be fully and publicly assessed as a basis of determining further resource needs and allocations and possibly extending the project model further within other schools of the parent/supervisory agency.

This report and evaluation is begun once the Agreement to become operational is reached and it is designed so that it is a process evaluation with continual feedback being given to project managers so that adjustments can be made as the project moves toward its objectives. It should be stated here that in the negotiation stage the parent/supervisory agency (the District Office of the central Board of Education) will be asked to monitor the project implementation and to use the final report and evaluation as a means of determining how the project results can be used in the renewal-planning for other schools under its jurisdiction. The intention here is to gain maximum commitment to application of the results of the experiment-in-renewal to the total problems of the parent/supervisory school network.

Within this broad engagement process there are three distinct kinds of requests which come to the Consortium and are positively responded to:

- 1) Requests to work with a school in studying the possibility and necessary conditions for renewal/restructuring;
- 2) Requests to work with a school to help plan, develop and support a single mini-school unit which will be attached administratively (and perhaps physically) to the larger parent school. (This request may or may not initially allow for further involvement in the parent school planning.)
- 3) Requests to work with a school to help plan, develop and support a full renewal/restructuring in which all resources of the school will be reorganized along the mini-school complex model. (This request may call for a single one stage total conversion or for a series of steps which culminate in the full school being restructured.)

At the present time ICC is involved with schools in the second and third categories. But, for the purposes of this proposal, only one kind of request: the full renewal/restructuring into the mini-school complex will be discussed in detail.

Process for Planning and Implementing a Total School Renewal and Restructuring

From the perspective of the Consortium this is at once both the most difficult and most important kind of request entertained. To actually achieve a successful total renewal and restructuring multiple resources must be available and a very complex process of training and implementing must be developed. Consequently, the number of schools which the Consortium can be involved with at any one time is limited and management of the process of internal resource definition and application is complicated.

What will be described here is the set of essential ingredients, as now defined, which go into making such a renewal attempt possible. Specifically: the Consortium program objectives and process outline; the perceived terminal objectives toward which the school is moving in such an attempt; the enabling objectives which the Consortium now sees as necessary to bring about the terminal outcomes; and the model/process questions which at this point are unanswered.

When engaged in a project for total renewal, ICC has basically two program objectives:

- 1) To assist in the development in site schools and their parent/supervisory agencies (District Offices or central Board of Education headquarters) of the competencies to initiate and sustain the process of school restructuring and specifically
- 2) To develop school based competence to generate and effectively manage mini-schools and a mini-school complex.

These objectives are the framework within which a program of engagement is carried out. In brief outline that program has three distinct stages:

- 1) Select schools which, though traditionally organized, are internally moving toward a process of restructuring (as evidenced by joint administrative and staff planning);
- 2) Work with such schools in a two year planning, development and training program so that
- 3) They become strong and efficient schools, restructured along the mini-school complex model lines.

When a school and the Consortium agree to enter into the development of such a total renewal and restructuring, three broad terminal objectives become the defining elements of the renewal process. These objectives are the broad goals and/or necessary conditions for successful renewal, but they are not a set of prescriptive statements which define either the means by which the school restructuring is to be accomplished or the uniqueness of the individual school design.

The three terminal objectives for these schools at the end of the second year are stated as follows:

- 1) The school must have a fully developed and implemented comprehensive masterplan for restructuring which includes these key elements:
 - A. A series of interlocking and interdependent mini or subschool learning environments;
 - B. Operational planning mechanisms at both the individual mini or subschool level and the central administrative level;
 - C. Operational mechanisms to do continual program analysis and development;

- D. Operational capacity to do continual management and organization development work;
 - E. Operational inschool 'teacher center' which focuses on the continuous upgrading of methods, curriculum and development of the learning environment, while offering general support to the teachers throughout the renewal process.
- 2) The school must have a fully trained, competency-based, team oriented, functionally legitimate staff in all key jobs of the new structure:
- A. Principal;
 - B. Mini-school leadership positions;
 - C. Central and mini-school planning positions;
 - D. Program analysis and development leadership position;
 - E. Management and organization development leadership position.
- 3) There must be a school wide awareness of the dynamics of the change process - demonstrated by fully developed strategies to maintain the motivation for change and pursue continual evaluation of the specific outcomes of the restructuring.

In order to set in motion a set of procedures and processes which can culminate in the reaching of the terminal outcomes, an overall 'enabling procedure' has been developed. This procedure establishes the kind of activities and tasks which must be developed and completed to reach the broad objectives and it suggests an order of priorities which is designed to link the tasks/activities in a sequence which gives maximum potential for success.

In broad outline the 'enabling procedure' now developed looks like this:

- 1) School-Consortium linkage is achieved according to the flowchart earlier discussed.
- 2) After the Agreement is reached (culminating the PreOperational Stage), the InService Stage begins. In this total restructuring process the InService Stage has two basic elements. The first is the Design Summary and the second the Implementation Activities.

The Design Summary is a preoperational training sequence designed to give all project participants a comprehensive and systematic sense of what is being attempted and a basic understanding of the operational tools which will be used to implement the plan and to assess and manipulate the implementation process once it has begun. As presently conceived the Design Summary has twelve basic elements. They are listed here in the sequence in which the Consortium now feels they can be most logically approached and developed:

- A. The school as a social system
- B. Basic elements of any environment
- C. The learning environment
- D. Groups and leaders
 1. organizations
 2. decision processes
 3. power flow
 4. management tools
- E. Basic organization development theory
- F. Management by Objectives
- G. Learning Environment Objectives
- H. Alternate ways of supporting a learning environment
- I. Designing the desired learning environment
- J. Developing an operational plan
- K. Stages in the implementation process
- L. Monitoring and evaluating.

(It should be stressed here that 1) the 'ordering' is still at this stage largely speculative - i.e. it seems to make sense from a planning perspective and 2) this ordering is a nonessential part of the enabling plan - i.e. the problems delineated may (and are) being approached in other orderings. Furthermore, this question of ordering is one of the planning questions of special interest to the Consortium. Whether or not after several attempts at implementation, an ordering will emerge which will actually facilitate successful renewal remains to be seen, but if such an ordering does emerge, then the process of extending the model becomes much more feasible and manageable.)

Essentially, this Design Summary is preplanning and it serves two basic functions: 1) It brings everyone in the project to the operational starting point with a similar set of perceptions and a similar vocabulary and 2) It allows for a working situation to emerge in which all project partners can develop a coordinated working approach and style - and it allows this to happen prior to implementation.

The Implementation Activities are the total planned activities which are designed in the Agreement and jointly implemented by the Consortium and the school during the first year of the project operations.

Basically, they are activities (training sessions, seminars, planning processes, developmental experiences) designed to strengthen the likelihood of project success.

From the perspective of the Consortium they are designed by the School Growth Guide Group (the name given to the functional planning unit at the school) and the Consortium resource and field staff. (A description of the Consortium resource and field staff categories with specific job responsibilities is appended and gives a general sense of how this process works.)

It is in this stage that basic work on curriculum planning and methodology is implemented. The details of such work are defined by the school and Consortium jointly and are implemented through the activities of Consortium resource staff augmented by arrangements and/or contracts for services with universities and/or corporations.

- 3) Transition to full school competence. This is the final formal stage of joint operations and is designed to fully effect the transfer of specific project skills from 'outside experts' to full time school professional staff. If this transfer is successfully made, then the professional skills needed to maintain and continue the school development are part of the school's own operational resources and the project will continue as a function of the normal activities of the school community. If, however,

this transfer is not effected, then the process will stop and the school will not proceed toward full renewal but will atrophy within the 'new' structure. (And a major side effect will emerge: a strong sense of futility about the change process coupled with an anger at the 'outside' group which 'did what it wanted, then left'.)

The Proposal

Since ICC is moving toward the full creation and implementation of a valid renewal process mechanism which can assist and support schools moving to create a complex of mini or subschools and since major questions need to be answered in more than a theoretical and preliminary way, the Consortium suggests that one school now in the process of full renewal be extensively developed as the pilot process model school and that very close analysis of the renewal process be undertaken in this school with the objective being

to quantify and order (as much as possible) all elements and stages of the process so that the renewal process mechanism becomes a clearly defined process which can be consistently and economically applied to schools in similar situations.

At present there are three schools which have requested help in the development of the full renewal effort. These schools are secondary schools at the intermediate/junior high school level; all are located in District X; all have highly committed staff and school leadership with evidence of strong and open community support. One, however, stands out at this point as functionally and programmatically unique: Southend I.S.

There are several reasons for its uniqueness:

- 1) It has had a single unit mini-school in full operation in the larger school building for three years;
- 2) Its building is specifically designed to house sub-schools and its interior walls are flexible and moveable to allow for maximum manipulation of the physical boundaries of the learning environments;

- 3) Its present principal (newly appointed this year) was previously its mini-school head and was appointed with the expressed wish of the school board to pursue a full renewal of the total school;
- 4) It has been part of a federally funded Foundation Linking Grant analysis for change which, in addition to sparking extensive internal thinking and planning, has enabled
- 5) It to use in an extensive and planned way the resources of the School of Education of Central University (CU). CU has acted as the basic project resource in the Foundation Linking effort and has managed the overall development of the change process, including the training and development of the School Growth Guide Group.
- 6) On the basis of this activity/process it has, for the past academic year, been working toward total restructuring and has developed a very sound and positive inschool planning/development mechanism (the School Growth Guide Group) which coordinates the development of the model for change;
- 7) It has by unanimous faculty vote decided to convert the total school to a series of subschool units with interlocking teams for the academic year 1974-75 and
- 8) It has formally requested the Consortium to become a full partner in this implementation process (and has brought its parent/supervisory agency - District X - fully into the process of developing and extending this request. And, not incidentally, this request comes with the further request of the District X offices that whatever be done in and with Southend IS be done in a cost/effective manner so that, if successful, it can be easily extended to the other schools within the district which articulate similar problems and goals.)

Furthermore, the Consortium and the CU team have had previous working contact - at the beginning of the Consortium's attempt to develop the mini-school unit (1969-71) and at other stages in the original Hooper implementation - and have in the past months fully explored the possibilities for formal work together in Southend and have agreed to attempt such a joint endeavor.

Consequently, we now feel that we have potentially grouped in and around Southend all the major ingredients necessary to give maximum possibility for the successful development of the process model.

There are three major projects which we would like to undertake in Southend IS using the combined resources of ICC, CU and the school staff. The projects are:

- 1) We would like to develop an inschool teacher center to both nurture school professional staff and provide a means of generating positive status around specific staff developed experimentation;
- 2) We would like to develop more fully the basic structure and phasing implementation of the Design Summary; and
- 3) We would like to develop with District X offices a strategy which effectively uses the experimental work in Southend IS as part of a coordinated change-renewal effort at the district level.

More specifically, here is what we are proposing to NIE in each of the three project areas described:

Teacher Center:

The question we are addressing in this project area is as follows: once the full implementation process has been begun in a site school, how can we most effectively nurture the positive development of internal supportive change experiments by the professional staff of the school so that all aspects of the change attempt are felt to belong to the school and a positive motivation for continuing and assessing change develops?

We are positing the creation of an inschool 'teacher center' as the basis of our operational solution. This center would be designed to coordinate the efforts to support both individual teachers and teams of teachers functioning within the subschool units so that their work on the change process, in curriculum or methods could have maximum possibility for success. Furthermore, this center would exist specifically to be a means of building status into experimental efforts by professional staff so that the rewards of working to make the renewal successful are perceived to be competitive with some of the experienced frustrations which will emerge as the experiment continues.

We would like to develop this center in Southend IS using the combined resources of the school professional staff, CU and ICC. Specifically, we would like to fund the process of center development and then a series of special activities for teachers which would be brought to the school under the auspices of the center.

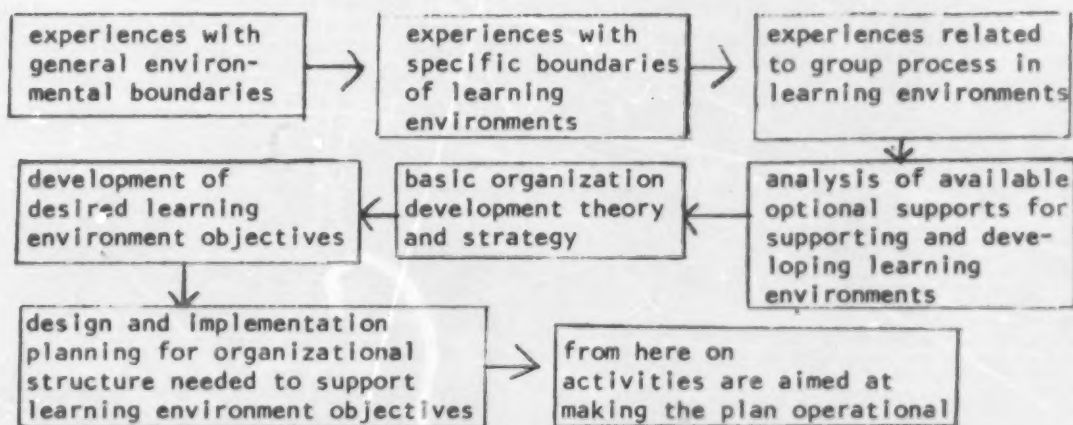
During the first year of the project the focus of our effort will be on creating the process by which such a center can be designed, created and then implemented. At this point we are as interested in the dynamics of the process of creation: what kind of articulation of the staff needs will best capture the interest and energy of the school staff; what kind of activities can be designed which will both support the staff in immediately perceived problems and also lead to the emergence of a longterm supportive mechanism; what are the real phases which together make up the whole process of center creation and is there a logical and necessary order for dealing with them - as we are in the actual creation itself.

(We have experience in the original Hooper model with a prototype of such a center: the Professional Services Center. However, in Hooper the process of development was flawed, the center emerged too quickly in project implementation and its objectives were vague and initially ill defined, so that it was not perceived as a support mechanism by the majority of staff and, consequently, did not have the desired supportive impact.)

Design Summary

The nature of the basic structure and phasing implementation of the Design Summary is in question as was earlier indicated. Our basic question is whether or not we can design a set of basic experiences which, taken together, facilitate a school's thinking/assessing process and, therefore, move the renewal efforts ahead more clearly and quickly.

We are positing a staging which begins with a set of experiences designed to help staff experience the boundaries of learning environments and moves through to an understanding of the variety of organizational supports it is possible to create to support a desired learning environment design. In a simple statement the flow we are now positing to achieve this awareness is as follows:



We would like to work both on the development of the experiential based training called for in steps one through five and to have the resources available to monitor and evaluate the nature of the suggested flow.

Since the Design Summary is ultimately considered to be the first and most basic engagement with a school which has elected a full renewal transition and since it will, therefore, both structure the school's view of the renewal process and determine the actual breadth and depth within which renewal thinking will be carried out, we feel that careful development of this process is extremely crucial to the successful development of the overall renewal process.

District Renewal Strategy

The ultimate success of the renewal process will be judged in two ways: first of all, in its success in the internal school process and secondly, in the manner to which it effects the planning for renewal of similar schools operating under its board or district. Therefore, we wish, through the work in Southend IS to work closely with the District X central offices both to keep the model process focused on the basic renewal needs of the District and to develop a strategy with the District which will enable the model-process to be extended if it so warrants.

A major question which will have to be addressed early in the renewal process is whether or not the District has framed its perception of its renewal needs in a way which allows for easy linkage with the data coming from the renewal experiment. If this is not the case, then work will have to focus on developing a useful communication system between the District (and its needs) and the school renewal (and what it perceives to be a

'solution'). When this communication actually exists, then there is a real possibility to extend the model-process. Work done to extend the model in the absence of this real compatibility will only lead to confusion and resource waste.

It is, therefore, to these three specific question and programmatic areas that the New York Inner City Consortium, Central University - School of Education and Southend IS address this proposal. It should be stressed that what we are seeking in this proposal augments the possibility for significant impact from the project. As the detailed budget section indicates this request to NIE allows us to extend our already operational work into areas which are of major importance but are not yet funded. We are seeking this funding support to allow for full implementation of the renewal process. We feel that this full implementation can add significantly to the necessary understanding of the renewal process and can, therefore, produce a very significant effect on general renewal thinking and theory. And we are firmly convinced that careful analysis of the process of this renewal effort will greatly enhance the extension of the mini-school model which is already rapidly proliferating in New York City.

Our work on this special project will be coordinated through the Principal of Southend IS, Mr. Abraham Plotnikov and will be directed at CU by Professor Mark Hopkins and at ICC by Mr. Andrew Black. Vitae on the CU and ICC project leaders are appended. Work done on the teacher center and the Design Summary will be jointly developed by staff of CU and the Consortium and we are attaching the vita of Dr. Robert Scott and Mrs. Catherine Brown as an example of the caliber and background of additional persons to be involved.

APPENDIX D: Characteristics of the School

During the 1975-76 school year, the school was divided into two subschools each having sixth, seventh, and eighth grade classes. A third program was classified by the District as Children with Retarded Mental Development.

A. Staff

The head administrator of the school is the principal. Working under him are an administrative assistant and two assistant principals, each of whom supervises a subschool. In addition the school is staffed by the following personnel:

- 60 teachers
- 2 guidance counselors
- 3 secretaries
- 11 paraprofessionals
- 9 school aides
- 1 nurse
- 1 nurse assistant
- 2 custodians
- 1 dietitian

Most of the members of the school staff are white, with a small number of Black and Hispanic personnel, most of whom occupy positions other than administrator, teacher, or counselor. (See Table 1.)

Table 1: Composition of Staff

	WHITE	BLACK	HISPANIC
Entire Staff	60%	23%	17%
Administrative, teaching, and guidance staff only	78%	12%	10%

The entire staff of 94 people is equally divided among men and women.

B. Students

There were 985 students on the school register during the 1975-76 school year, divided into three groups:

Third floor subschool:	475 students
Fourth floor subschool:	430 students
Program for Children with Retarded Mental Development	80 students

69% of the students were Hispanic, the remainder Black. 90% of the Hispanic students were Puerto Rican.

Based on the results of the Metropolitan Achievement Task administered to the students in January 1975, the mean scores for students in reading and math were as follows:

Reading:	5 years 4 months (2/3 of students scored between 3 years 8 months and 6 years 1 month.)
Math:	6 years (2/3 of students scored between 4 years 3 months and 7 years 7 months.)

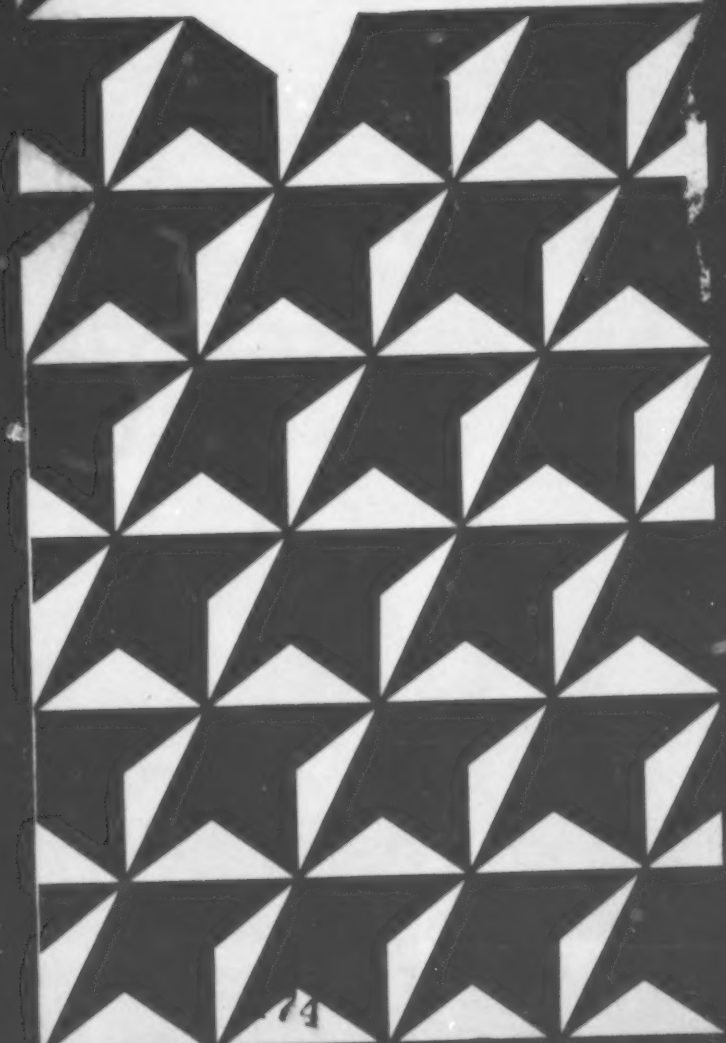
APPENDIX E: Building a Planning Team-ICC
A Program Guide



BUILDING A PLANNING TEAM

ICC

A Program Guide



This document has been prepared as a guide to school communities interested in establishing a Planning Team. It is based on our association with four schools — I.S. 52, J.H.S. 125, C.S. 129 and I.S. 201. We suggest various alternatives in developing these teams. Our recommendations are based on our experience with the above schools.

We hope these recommendations and their adaptation to your school's needs will assist you in establishing a Planning Team.

Education Program
Inner City Consortium

Definition and Description

The Consortium is interested in assisting schools which want to develop their planning capabilities. An ICC goal is to support in the City's schools the institution of constituency-based Planning Teams (PT) which become the advisory body to the principal in planning for the entire school community.

A PT is a group of people representing the various constituencies involved in the school community who work together because they are motivated by sharing fundamental values and basic assumptions.

The PT is an advisory group to the principal in developing goals and objectives for the school community and designing strategies, programs and procedures to achieve them.

The purpose of the PT is to focus the diverse and creative energies and talents of the school community by encouraging participation and contributions by all constituencies in the area of planning.

The intent of active participation is to build a sense of "ownership" through consensus decision-making around common goals and objectives.

The ICC, in conjunction with the school system, offers technical support to establish this on-going capacity to do constituency-based school planning.

This document focuses on two major questions which arise in considering the possibility of developing a PT.

1. What should be considered in creating a Planning Team?
2. How do you go about starting a Planning Team?

WHAT TO CONSIDER IN CREATING A PLANNING TEAM

1 What are the Responsibilities of a Planning Team?

The major responsibility of the Planning Team is to develop with the community needs assessment process and then a plan for the school community based on those needs. The Planning Team will make recommendations to the principal who will assume the decision-making responsibility. It is vital that the team establish direct communication with school constituencies and encourage active input from them.

2 What Constituencies Should be Represented

Administrators	School Aides
Care-Edu Staff	Secretaries
Food Service Personnel	Students
Physical Education Staff	Teachers
Parents	Encls.

It is important to note that the Planning Team should not be seen as a "top-down" approach to planning.

Administrators	School Aides
Physical Education Staff	Secretaries
Parents	Teachers

It is important to note that the Planning Team should not be seen as a "top-down" approach to planning.

3 How do Members Get on a Planning Team?

The Planning Team has been created by the school community. Methods of selection are as follows:

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part one

Cons

- a. Time-consuming
- b. Energy-consuming
- c. There will be losers as well as winners
- d. Often elections are based upon popularity instead of capability.

B. SELECTION

Pros

- a. Less time and energy consuming
- b. There are no visible losers
- c. Criteria other than popularity can be used

Cons

- a. Sense of ownership rests with selector(s) and not with school-community
- b. An elite group may be created
- c. A selected team may become a rubber stamp for the selector(s)
- d. A selection process is not democratic

We strongly recommend an election process.

4 How Many Members Should There be?

- A. At least one member from every constituency
- B. An equal number from every constituency
- C. A proportionate representation from every constituency
- D. A manageable number (10 - 15)

We recommend that two representatives from each of the constituencies become the Planning Team.

5 What is the Role of the Principal?

- A. Member with voting rights
- B. Non-voting member
- C. Participant observer
- D. Non-participant

We recommend that the principal be a participant-observer. In the beginning the Planning Team needs to establish its own identity. To facilitate this, the principal needs to be sensitive to this need and so perhaps be more an observer and less a participant. As the Planning Team becomes more efficient and experienced the principal can play a more active participatory role.

6 How long should one be a Member?

We recommend a one year term for members of the Planning Team. Members should be elected and re-elected annually. This will ensure that the Planning Team is always fresh and that the members are always accountable to the community. The Planning Team should be elected by the community at large. The Planning Team should be elected by the community at large. The Planning Team should be elected by the community at large.

7 What officers should there be?

- A. Chairperson
- B. Vice Chairperson
- C. Treasurer
- D. Secretary
- E. All of the above

We recommend that the Planning Team have a Chairperson, Vice Chairperson, Treasurer, and Secretary. These officers will be elected by the community at large. The Planning Team should be elected by the community at large.

8 How long should officers hold office?

- A. One year
- B. Two years
- C. Other options

We recommend that an officer hold office for one year. Since every year there will be new officers, this should have some effect in the school and in the community. The Planning Team should be elected by the community at large.

9 What training should be offered to a planning team?

- A. Exploration of advisory role in a school
- B. Planning skills — e.g. evaluation, recommendation plus decision-making
- C. Organization/ implementation of meetings
- D. Effective interaction with constituencies
- E. Building team

We recommend that all of the above are important as preparation for an effective, operational planning team.

10 What are the probable costs in money and time to the school to operate a planning team?

Setting aside common time for meetings is always a cost in terms of people time, but the cost can vary depending on whether and how such meetings effect the regular school schedule. The time period should allow for an optimum number of team members to be present. At least an hour and a half is needed to successfully conduct a meeting. In addition, a team to function well generally needs training in developing a common understanding of what it means to plan. This training will cost money in terms of hiring a consultant/trainer.

**SCHOOL
DEVELOPMENT
the TEAM
Approach**



part two

HOW DO YOU GO ABOUT STARTING A PLANNING TEAM

Alternative Task Force Committee Models

There are many ways to start a planning team. The first step is to decide what you want to do. This is a decision that should be made by the school community as a whole. Once you have decided what you want to do, the next step is to decide how to do it. This is a decision that should be made by the school community as a whole.

The first step is to decide what you want to do. This is a decision that should be made by the school community as a whole. Once you have decided what you want to do, the next step is to decide how to do it. This is a decision that should be made by the school community as a whole.

A. AN OPEN COMMITTEE. This is a committee that is open to all members of the school community. It is a committee that is open to all members of the school community.

There are many ways to start a planning team. The first step is to decide what you want to do. This is a decision that should be made by the school community as a whole.

Once you have decided what you want to do, the next step is to decide how to do it. This is a decision that should be made by the school community as a whole.

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Once you have decided what you want to do, the next step is to decide how to do it. This is a decision that should be made by the school community as a whole.

Cons

- a. A large group is more difficult to manage
- b. Consensus is more difficult with a large group
- c. Time - consuming
- d. Responsibility is diffused

B. A CLOSED COMMITTEE selected by the principal

Pros

- a. Possibility of arriving at a consensus more quickly
- b. Less time-consuming
- c. Better control over a smaller group
- d. Responsibility is given to a specific group

Cons

- a. Principal manipulated
- b. Minimal ownership of school-community
- c. Subject to negative criticism
- d. Not necessarily representative of school-community sentiments.

C. A COMMITTEE OF SIX selected by the principal representing different constituencies with the meeting being open to the entire school-community. This committee has the responsibility of returning the entire group's recommendation to the principal.

Pros

- a. Definite responsibility is given
- b. Ownership is established
- c. Negative criticism will be minimized
- d. Better direction than the open committee

Cons

- a. Some criticism re manipulation of committee
- b. Not as efficient as closed meeting

We recommend the six-member selected committee.

For information about the
Inner City Consortium
Contact: Center for New
Schools, 59 E. Van Buren,
Chicago, Ill. 60605

APPENDIX F: SCHOOL GROWTH GUIDE GROUP CONSTITUTION

SCHOOL Growth Guide Group
CONSTITUTION

1. This compact recognized that although the Principal is the legally constituted head of the school and thus responsible for all activities taking place within the school, there are other parties concerned with the educational activities which take place under his jurisdiction. Bearing these considerations in mind, it is the purpose of an SGGG to create a mechanism through which the great majority of such interested parties, namely students, parents and staff can have a legitimate influence on the decision making process within the school.

To this end the SGGG will provide for student, parent and staff representation in the decision making process as it relates to the Resource Center.

II. The Composition of the SGGG

- A. The SGGG will be composed of eleven members; three parents, three students and five staff. The Resource Director will be a non-voting member of the SGGG.

parent - will mean any parent or legal guardian of a child duly enrolled at Southend I.S.

student - will mean any person daily enrolled at Southend I.S.

staff - any administrator, teacher, guidance counselor, para-professional or educational assistant working at Southend I.S.

III. Term of Office and Election of SGGG Members

No Change

IV. Conduct of SGGG Meetings

- A. A newly elected SGGG will meet as soon as feasible but not later than ten school days after its composition is formulated.

D. At the first meeting the SGGG will:

1. elect a chairman by majority vote
2. provide for a regular schedule of meetings
3. adopt the following five standing committees
 - a. a resource centerparent committee
 - b. a learning center committee
 - c. a committee for out of school resource center linkages.
 - d. a resource center committee
 - e. committee for funding and proposals

- C. Committee members shall be appointed by the SGGG chairman and shall not be limited to members of the SGGG.

D. The chairman of the SGGG will be empowered to:

1. chair meetings
2. appoint an SGGG member to conduct meetings in his absence
3. call both regular and emergency meetings consistent with school policy
4. represent the SGGG or appoint an alternate representative of the SGGG at meetings where an SGGG presence is required
5. provide to all members and publish to the school an agenda for each SGGG meeting no later than one full day prior to the meeting
6. see that all SGGG members and the principal have the opportunity to add items to the agenda in writing at least one day prior to the meeting. The principal will be given the opportunity to take part in the discussion of any item he adds to the agenda
7. See that minutes of each SGGG meeting are kept and posted to the staff within one week following a meeting
8. any duties assigned by a majority vote of the SGGG.

SGGG Constitution (continued)

- E. The chairman serves for one year and may be removed for cause by a two thirds vote of the SGGG his included.
- F. All SGGG meetings shall be open meetings unless restricted to specific persons by a majority vote of the SGGG. All meetings shall be publically announced. A public announcement of regularly scheduled meetings shall include notice in the school bulletin and an announcement on the school public address system. The principal or his representatives will have the right to sit in on all SGGG meetings.
- G. No motion may be passed in an SGGG executive session.
- H. All SGGG meetings are open to all members of the Southend I.S. school community.
- I. All SGGG meetings shall be conducted according to Robert's rules of order unless otherwise specified.
- J. An SGGG meeting cannot be held unless a quorum is present. A quorum shall consist of six members to include at least one student, one parent and one staff member.
- K. A majority vote shall mean more than half those members present and voting.

V. Duties and Responsibilities of the SGGG:

- A. Out of school linkage
 - 1. to decide jointly with the principal which grants and outside agencies will be accepted by the resource center
 - 2. to contract with the principal for a method of monitoring and evaluating the effects of grants and outside agencies working in the resource center
 - 3. to set procedures which allow it to carry out its functions as outlined in section V, A, 1, 2 and 3 of the above
 - 4. It will be the function of the committee for outside linkages to the resource center to establish a policy in conjunction with the principal for such outside linkages. Implementation of such policies will be by joint consent of the principal and the SGGG.
- B. Resource Center
 - 1. to work jointly with the principal to set policy for the resource center
 - 2. such policies and procedures to be set by the resource center committee working with the resource center director and the principal and implemented by the joint consent of the SGGG and the principal
 - 3. to advise the principal on the selection of the resource center director
 - 4. to contract with the principal for a method of evaluation of all operations and components of the resource center
- C. Advisory
 - 1. to act in an advisory capacity to the principal in all matters of school policy which he elects to bring to them
 - 2. to bring student, parent and staff input to the principal on matters which affect these groups
 - 3. to meet at times specified by the principal
- D. Funding and Proposals
 - 1. to seek out sources of funding for the resource center from
 - a. in school funds
 - b. district, city, state federal and institutional sources
 - 2. help teachers to develop proposals for such funds
 - 3. submit funding proposals for approval by the SGGG
 - 4. the SGGG will develop a contract with the principal for the securing, monitoring and evaluation of the grant. The principal's acceptance of the contract will be deemed as an approval by him of the proposal.

- D.5. develop a budget for the resource center which must be submitted to the principal for joint approval
- 6. such a budget can be changed by the SGGG by a two thirds vote and approval by the principal

E. Resource Center Parent Component

- 1. to work with the principal, the PTA and the learning center director to determine the needs of the parent component of the resource center
- 2. to work with the principal, the PTA and the learning center director to establish methods for meeting such needs
- 3. to set procedures for carrying out the duties as outlined in Section V.E, 1,2
- 4. to contract with the principal for a method to monitor and evaluate the function of the parent component of the resource center

F. Learning Center

- 1. to work with the principal and the learning center director to identify needs of the learning center
- 2. to work with the principal and the learning center director to fulfill such needs
- 3. to work with the principal and the learning center director to find ways of expanding the learning center to service other students and staff of the district
- 4. to set up procedures to carry out the duties described in section V,F, 1, 2 and 3
- 5. to contract with the principal for a method to monitor and evaluate the function of the learning center

VI. Changing the Compact

No Changes

- VII. No part of this compact should be construed to supersede the rights or responsibilities of any part of the school community or contrary to school, district, Board of Education policy or by-laws.

VIII. Duties of Resource Center Personnel

- A. School persons selected for the positions of Resource Center Director and director of the Learning Center will be selected by the principal with the advice of the SGGG.
- D. Duties of the resource center director will be determined by the principal with the advice of the SGGG.
- C. Duties of the learning center director will be determined by the principal with the advice of the SGGG.

IX. Refutation

No Change.

ADDENDUM (Explanation of "No Change")

III. Term of Office and Election of SGGG Members

- A. The term of office of SGGG members will be for one year from September to September.
- D. It will be the responsibility of the chairman of the SGGG in office on September 1 to arrange for elections of staff members to the SGGG on or before September 30.
- C. Nominations for staff members of the SGGG will be open to any staff member desiring to run for the position after the chairman makes a public call for the nominations. Such nominations should be made in writing to the chairman within five (5) school days from the time that nominations are opened.
- D. The duly elected representatives of the PTA will be asked to arrange for three (3) parent representatives to the SGGG selected in a manner determined by the PTA.

SGGG Constitution (continued)

ADDENDUM

- III. E. The principal will be asked to arrange for three (3) student representatives to the SGGG at his earliest convenience. The manner of student selection will be determined by the principal.
- F. In the event that a seat on the SGGG is vacated, a new representative will be selected from the same constituency as the original representative within one school month of the date that the seat becomes vacant.
1. if it is a parent seat which is vacated, selection will be made in a manner determined by the PTA Executive Board
 2. if a student seat is vacated, selection will be made in a manner to be determined by the principal
 3. if a staff seat is vacated, replacement for the unexpired term will be through a special election. Such an election will be conducted in the same manner as the election of the SGGG staff representatives outlined above in III, 3
- G. Exception - SGGG members elected upon the ratification of this compact will serve a term which extends until September 1977.

VI. Changing the Compact

- A. Changes in this compact can only be made by:
- a. recommendation of seven SGGG members
 - b. a two thirds vote of the staff
 - c. acceptance by the parents in a manner to be determined by the PTA Executive Board
 - d. acceptance by the students in a manner to be determined by the principal
- B. Changes will be deemed binding when all of the above procedures have been accomplished within one (1) school year.

IX. Ratification

- A. This compact will be considered to be in force when it has received:
1. a two thirds vote of the SGGG, seven (7) votes
 2. acceptance by the principal
 3. a two thirds vote of the staff
 4. acceptance by the parents in a manner to be determined by the PTA executive board
 5. acceptance by the students in a manner to be determined by the principal
- B. Ratification must take place on or before February 1, 1976.
- C. It will be the responsibility of the current SGGG to conduct elections for a new SGGG within ten (10) school days of ratification of this compact. It will further be the responsibility of the current SGGG to notify the PTA executive board of the procedures outlined above providing for election of parent representatives. Further, the current SGGG will notify the principal of his responsibility regarding student representation on the SGGG.

APPENDIX G: "How Can I Use My Resource Center"

How Can I Use My Resource Center?

The Resource Center of Southend I.S. offers many things to many people. If it did not, it could not exist. Some of the activities and resources which it offers teachers, students, parents, administrators, and other people concerned with better education are listed below. If the Resource Center does not offer that which you want from it, it is your responsibility to change the Center until it does.

A. As a Teacher:

1. Teachers can relax and unwind in the Resource Center lounge. The lounge is comfortably furnished. Beverages are available for a small fee. Teachers can talk with each other while they play games and listen to music, or can lie on their backs and relax. A lending library has been set up in the room by Sara Gifford. Occasionally, guest speakers are invited to the lounge, and all who wish to can hear what they have to say.
2. Teachers can schedule time to use the project room of the Resource Center. Currently, it contains a nutrition cooking area, a dry mounting press, a shop area for construction of whatever a teacher would like to construct, a graphic arts area, and a photo lab. Currently, Frank Lewis will supervise it during lunchtime everyday. Sara Gifford, James Gotthelf, and other teachers will supervise other aspects of the project room until teachers become proficient in the use of the equipment.
3. The study area, located between the lounge and the Resource Center office is a place where teachers can write lesson plans, fill in grades, read, or do any other activity in which a comfortable chair, a well lit table, and a quiet spot may be utilized. Class Rating Sheets are kept there when report card marks are due.
4. A professional library has been set up in the Resource Room. Thousands of dollars worth of books and materials have been catalogued by Susan McLain. Interdisciplinary projects can be developed here. Evaluation material is also catalogued within the library. A complete Berlitz

course on learning Spanish is only one of the many features offered by the library.

5. A microfiche library also exists in the Resource Center. Teachers can use the microfiche library whenever they wish to.
6. Team meetings can be held in the Resource Center.
7. Many audio-visual services are offered from the Resource Center. Projectors of many kinds, movies, slides, televisions, video tapes, phonographs, records, and tape recorders are all available within 24 hours notice. New movies on many topics are ordered every week. Teachers can order other movies through the Center. An annual catalogue of every radio and television show on the educational channels is also available for teachers at the Center.
8. The copying services offered by the Resource Center are extensive. Audio tapes and records can be copied at high speeds. Video tapes can be duplicated. Photocopying, rexographing, mimeographing, making rexo-mimeo stencils, color-over-head transparencies, printing, black and white photography, photo-enlarging, making and reproducing microfiche, and duplicating services are available to teachers. Personal use of the equipment is available at a moderate fee. Professional use of the equipment is free.
9. Help in copywriting material which teachers develop will soon be available in the Center.
10. Teachers can make money for themselves and for the Resource Center by developing and writing curriculum. Funds to support curriculum writing are available through SGGG approval. The curricula are copyrighted under the author's name for the Resource Center.
11. Workshops are set up for teachers through the Resource Center and the Learning Center. If two or more people would like the help of a consultant, they can speak with Frank Lewis, Maria Chavez, and members of the SGGG. Various courses are already being offered through the Resource Center and Learning Center. This aspect of the Center is extremely valuable to any teacher who wishes to take advantage of it. A teacher will get out of it what the teacher puts into it.
12. A complete video studio is available for any teacher who arranges time to use it. Teachers can use it themselves or bring in classes to use it. They can put on shows, or

concentrate on the mechanics of videotaping. Two consultants, Tony Sabatino and Henry Monroe run a battery of workshops demonstrating video production. Tony runs it for teachers; Henry runs it for students. A videotape library is available for teachers to explore. Teachers may purchase their own videotape and make productions of their own as well.

13. Various correspondence services are available to teachers through the Resource Center. A Resource Center Newsletter is a means by which teachers are informed by, and inform each other what is going on in the Center. Correspondence to and from other schools and institutions is also available through the Center. Such correspondence stimulates professional growth.

B. As a student:

1. Students can work for the Resource Center. Many C.R.M.D. students already work in the Center, running projectors, and caring for the Center in various ways. Henry Monroe is teaching students how to use videotape equipment. Photo labs can be attended by students when a teacher is present. There are enough cameras and film to supply half a class of students. Some students are involved with general equipment repair.
2. Through the Learning Center division of the Resource Center, students have access to direct participation in the courses offered through the Center. Currently, students may attend a horticulture course or a drama workshop given by the Creative Arts Team from CU or other programs. Students may participate in special testing and diagnostic programs if they have their parents' permission. Students learn how to work in museums when they participate in the museum workshop of Southend I.S. Some students even have a chance to see some of the things which they have created exhibited in the Metropolitan Museum of Art.

C. As a parent:

1. Parents can sit in on any course given by the Resource Center or Learning Center.
2. The Parent Academy has offered training to over 100 parents in several courses. A study skills course teaches parents how best to help their children with school work. Courses on typing, shorthand, Spanish, and beginner's and advanced

English as a second language are offered now. Parents can earn a high school equivalency diploma in other courses. Sewing and shop are soon to be offered. Parents can make clothes for themselves and for their children.

3. Baby sitting services are provided by the school for parents involved in courses.
4. A newsletter by and for parents inform parents what is going on in the school. Parents should contribute to this newsletter to keep it a two-way form of communication.